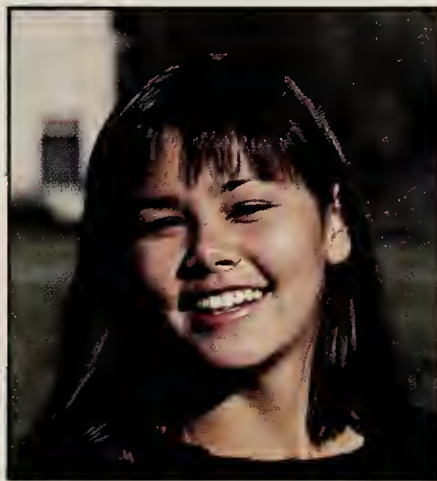
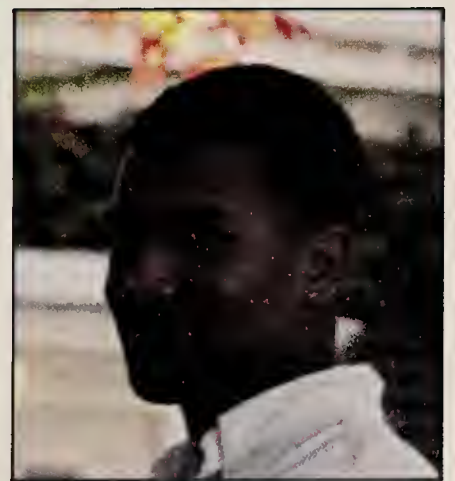
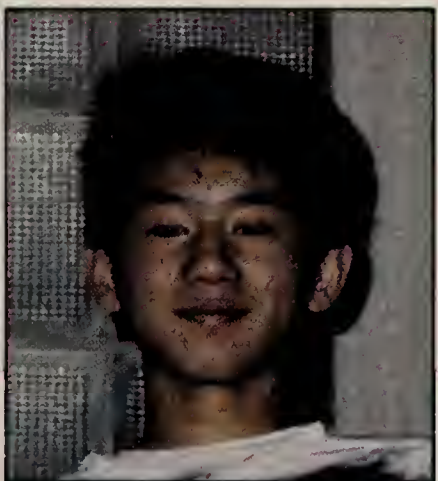




GOVERNOR DUMMER ACADEMY



1990
•
1991





Governor Dummer Academy is accredited by the New England Association of Schools and Colleges. It is a member of the National Association of Independent Schools, the Independent School Association of Massachusetts, the Secondary School Admission Test Board, and the Council for Religion in Independent Schools.

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GOVERNOR DUMMER ACADEMY



1990-1991



FROM THE HEADMASTER

S

ince 1763, Governor Dummer Academy has carried out the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. A school which produced significant leaders for the initial stages of American independence educates the young of today for the immense obligations of the future. The school motto, "non sibi sed aliis — not for self but for others", captures this challenge. For centuries a college preparatory school, Governor Dummer Academy assumes the responsibility of teaching students how to think, how to contribute and how to live.

The route through our school includes a basic curriculum uncorrupted by the whims of our time but responsive to its needs; this route includes involvement in the arts and humanities, spirited participation in a competitive athletic program, and opportunities for community service. Perhaps less obvious but equally compelling for our students is the beauty of this New England locale — of salt marshes, beaches, harbors and fishing vessels, old farmhouses, the town of Newburyport and the city of Boston.

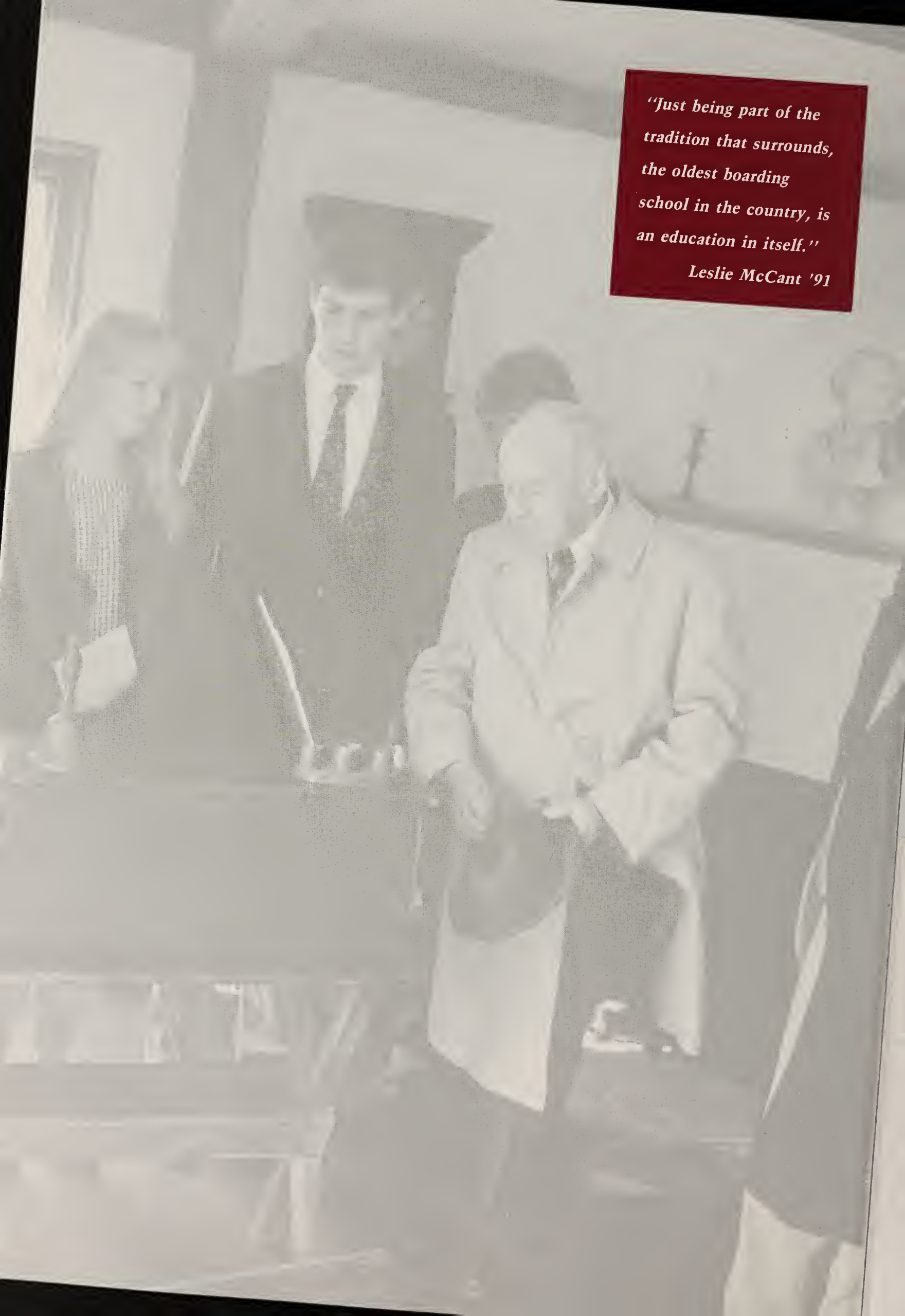
At the core of Governor Dummer life is the boarding experience. Deep friendships are developed during time shared in the perennial rebirth of a functioning community. Day students bring further variety, talent and a similar commitment to a vital community; they provide avenues to the neighborhoods surrounding our school.

Come for a visit. Meet our students, teachers and staff. We want to provide any help you need to discover our unique and enduring approach to the critical secondary school years.

Peter W. Bragdon

Peter W. Bragdon, Headmaster





*"Just being part of the
tradition that surrounds,
the oldest boarding
school in the country, is
an education in itself."*

Leslie McCant '91

HISTORY AND ENVIRONMENT

The oldest boarding school in continuous operation in the United States, Governor Dummer Academy was founded in 1763, just north of Boston in Byfield, Massachusetts, under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. In the 18th century alone, the Academy produced some of the nation's earliest leaders in the church, military, education, the law, and government — including the founder of Phillips Academy and 16 members of the first Congresses of the United States. With such strong ties to our nation's beginnings, the Academy, now co-educational and national in its student constituency, continues to see its role as providing society with educated leaders, and concerned citizens. Its chief goal is to encourage in its students self-discipline, confidence based on achievement, fulfillment through sensitivity to the rights of others, personal responsibility, and team work. Underlying this goal is the motto of the Dummer family, passed down and often repeated to GDA students: "*Au vray*

courage rein impossible — With true courage, nothing is impossible."

Throughout its more than two centuries of preparing young people for college and for the world beyond, Governor Dummer has focused upon basic study skills and subject areas within a strong Liberal Arts curriculum. As students progress through the school, they are challenged to think, to



imagine, to analyze in increasingly more complex ways and in increasingly more demanding courses. Students' academic and social lives, which take shape in historic classroom buildings and actual 18th century colonial homes, are guided by a tradition of intellectual rigor and principled behavior.

Forest, fields, marsh, river — all these elements of the "lands and farms of Newbury," given to Governor William Dummer by his father Jeremiah in 1712 — contribute to an environmental beauty and utility especially Governor Dummer Academy's. The school is linked to the ocean, 5 miles due east, by the Parker and Mill Rivers

that fork to embrace the campus. Plum Island and its Wildlife Refuge and beach are a 5-minute drive away. Students and faculty utilize the uniqueness of the marsh and the ocean environment in myriad ways: Biology and Ecology students take field trips to the marsh and beach to explore the flora and fauna; day or afternoon trips on weekends find students enjoying the sun and surf of the Atlantic off Plum Island; joggers run the "Short Loop" on a road that winds through the marsh and along the Parker River; harder souls swim off nearby Thurlow's Bridge in early autumn and late spring.

Without question, William Dummer provided an especially lovely setting for his vanguard academy — an environment of extraordinary natural beauty



and one that extends both learning and community well beyond the brick and clapboard buildings of the school.

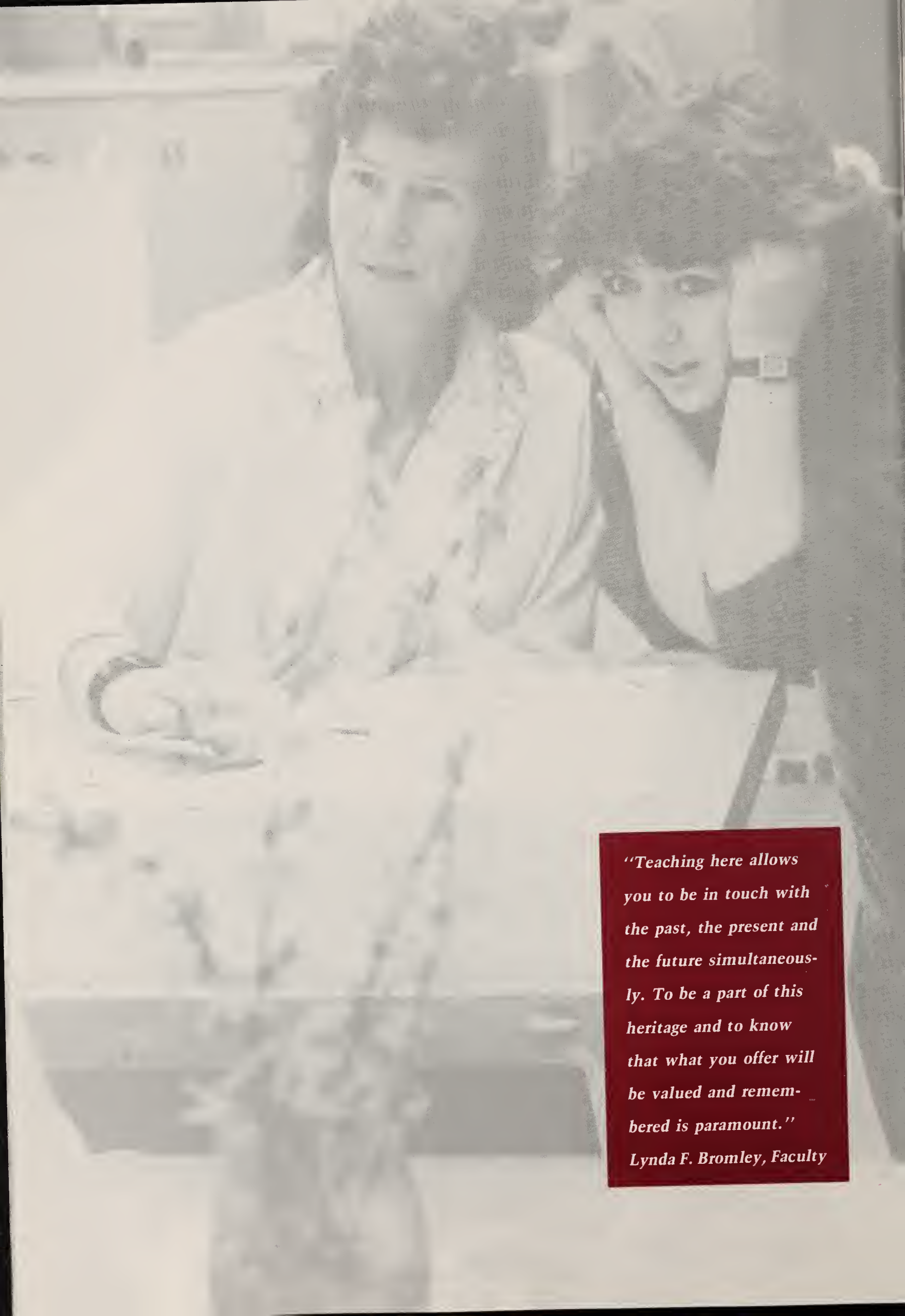
The Academy's proximity to historic Newburyport (just 5 miles distant) and Boston (a 40-minute-drive south) also makes its location special. Field trips to the capital city incorporate visits to such sights as the U.S.S. Constitution ("Old Ironsides"), Faneuil Hall, the Old North Church, and Government Center.











*"Teaching here allows
you to be in touch with
the past, the present and
the future simultaneous-
ly. To be a part of this
heritage and to know
that what you offer will
be valued and remem-
bered is paramount."*

Lynda F. Bromley, Faculty

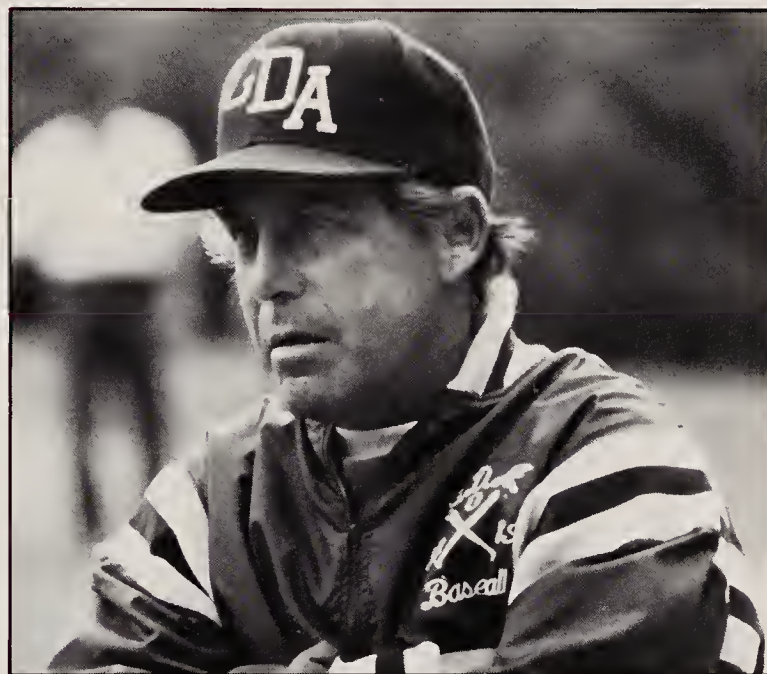
THE FACULTY

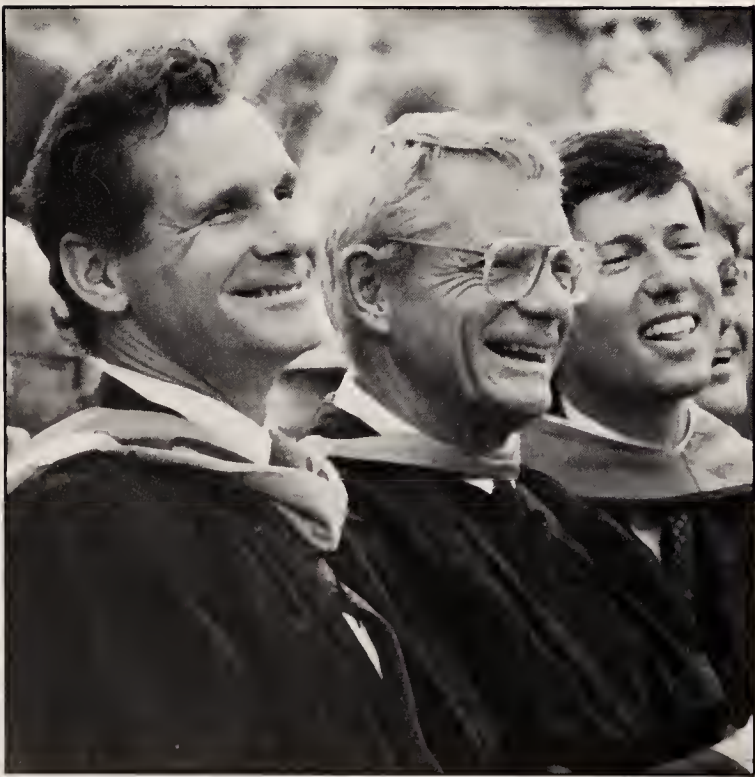
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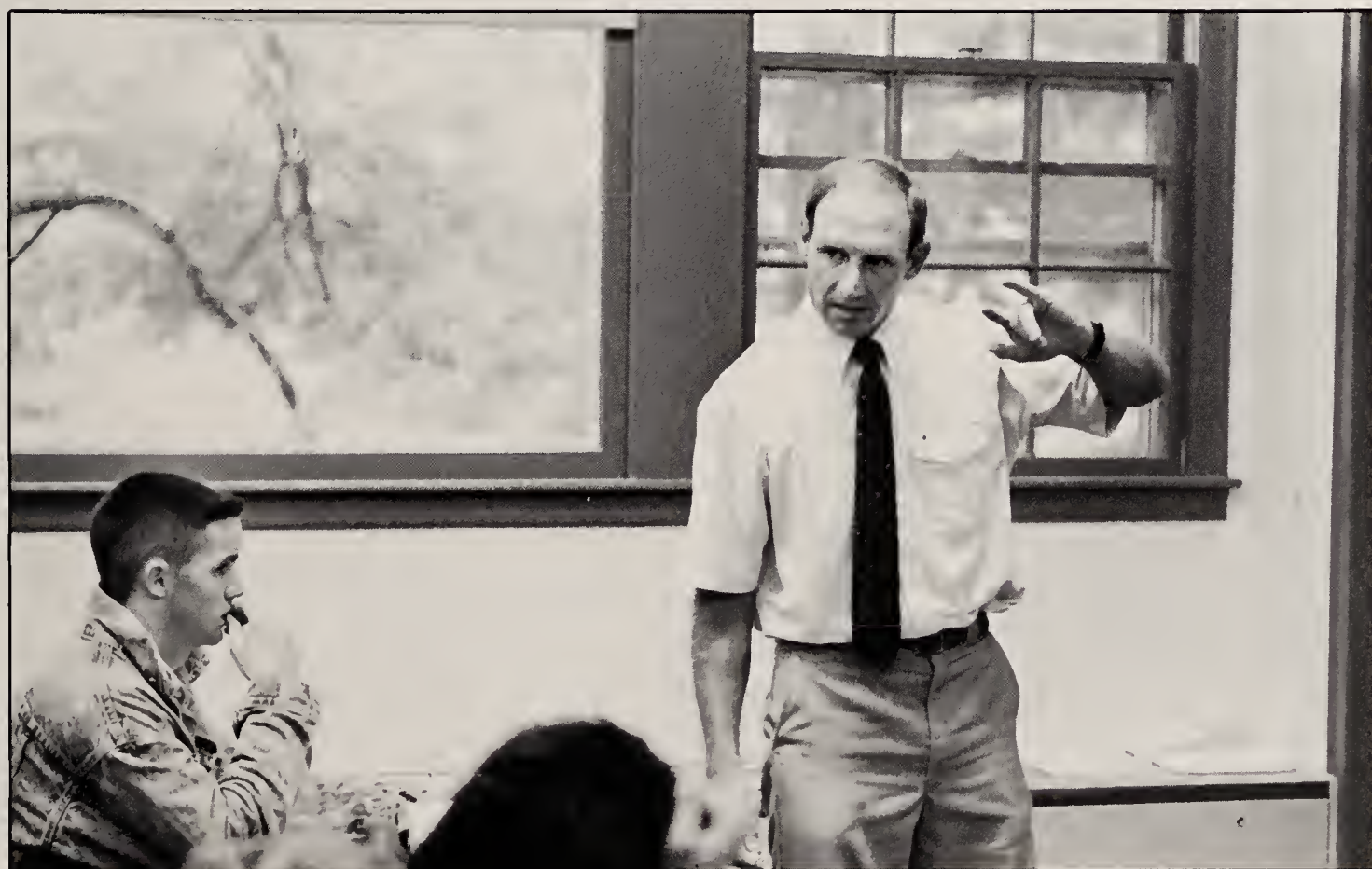
aster Samuel Moody,
Governor Dummer
Academy's first school-

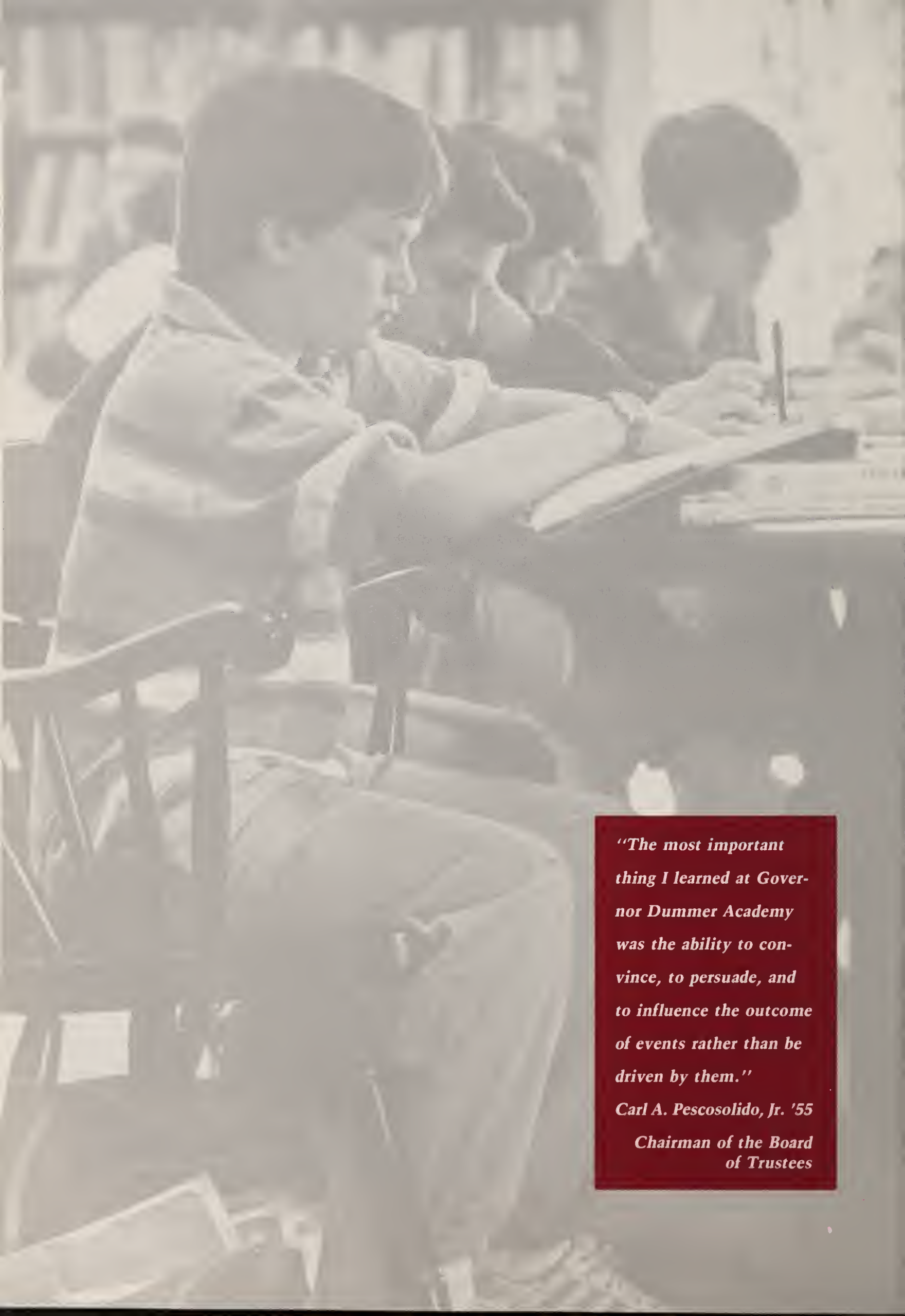
master and Headmaster, provided an example for those who would follow him in his preparatory school and for those who would establish and teach in others like it. It was an example — and by it, a challenge — rooted in Moody's exceptionally high standards of intellectual pursuit, personal integrity and generosity of spirit. It is a challenge willingly and enthusiastically taken up by Governor Dummer faculty members throughout the school's two and a quarter centuries.

Diverse in its talents and varied in its interests, dynamic and nurturing in its approach to youth and their learning, the teaching faculty of Governor Dummer numbers around 50. More than 30 hold Masters degrees or above; several have expertise in more than one subject area. Most of the faculty live on campus either in dormitories or in homes close by the dorms, and all carry several roles for students: teacher, guide, counselor, advisor, coach, parent, friend. Consistent with this variety of roles, often held simultaneously, are the qualities of unselfishness and generosity based on a commitment to the ideals, values, and way of life of the Academy, qualities rewarded by the joy and satisfaction of sharing in the growth and maturing of young men and women.









"The most important thing I learned at Governor Dummer Academy was the ability to convince, to persuade, and to influence the outcome of events rather than be driven by them."

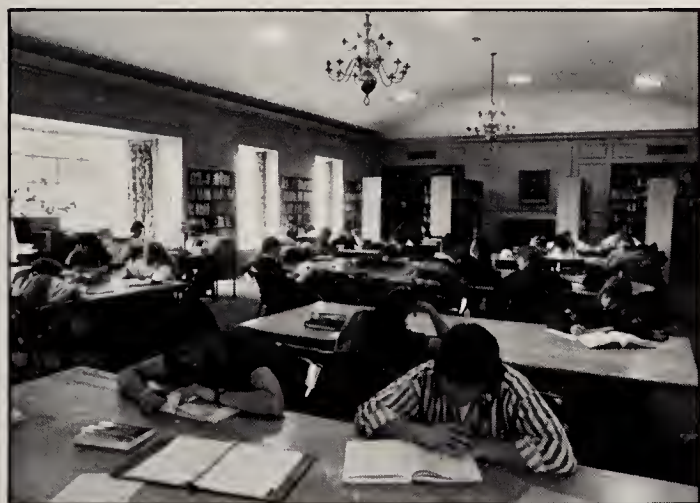
Carl A. Pescosolido, Jr. '55

**Chairman of the Board
of Trustees**

ACADEMICS

G

overnor Dummer's academic program reflects its primary emphasis as a structured, demanding college-preparatory institution, encompassing grades 9 through 12. Governor Dummer offers an excellent range of course choices including Advanced Placement courses, and courses



beyond the standard fare, to meet particular interests of individual students. We are very pleased to be working with Tufts University to design a model high school science curriculum called Science 2000. Additionally, students are required to explore many subject areas, including the Fine Arts, during their time at the Academy. In small classes averaging 12, students and teachers develop close and dynamic relationships that significantly enhance the learning that takes place in the classroom.

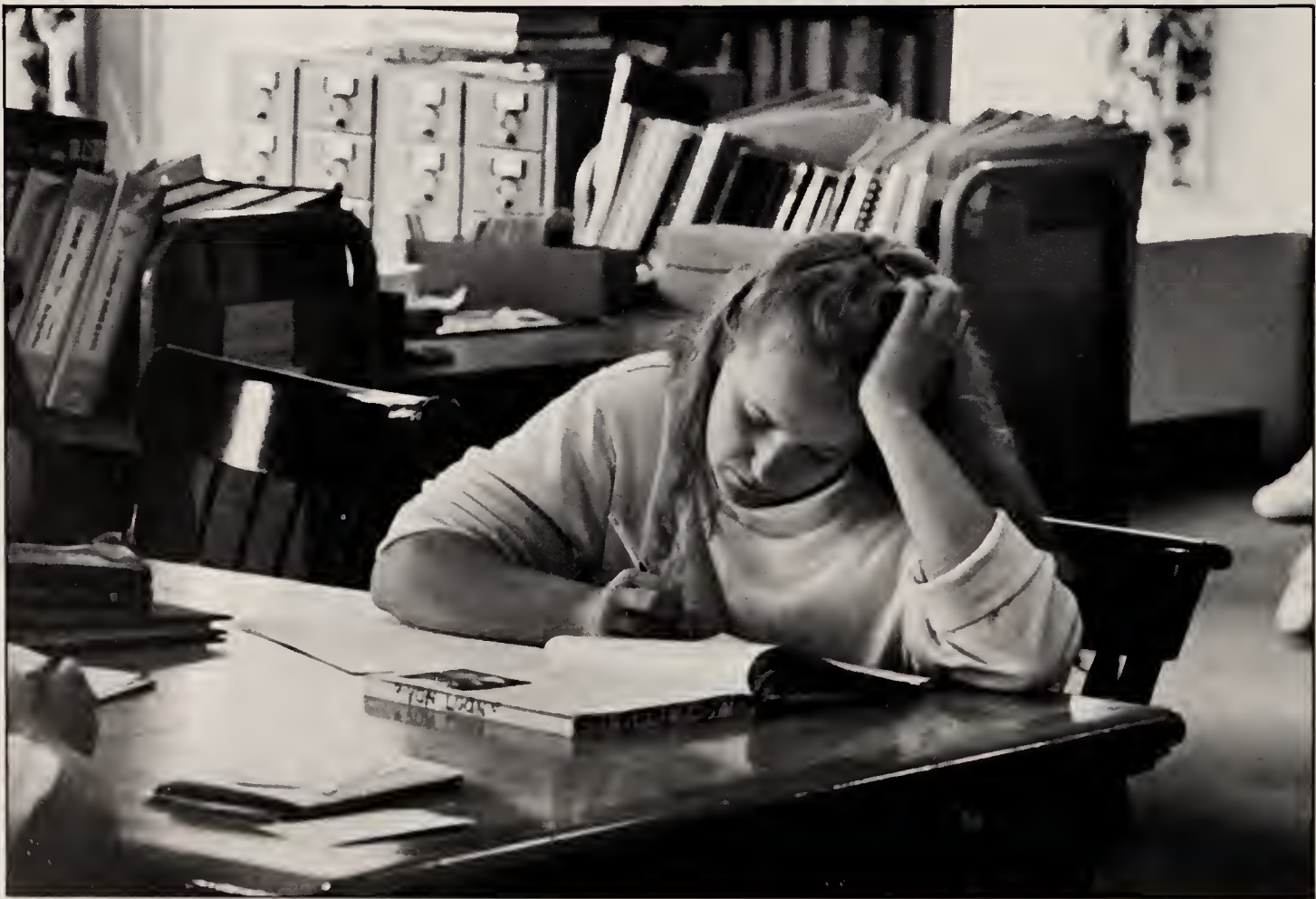
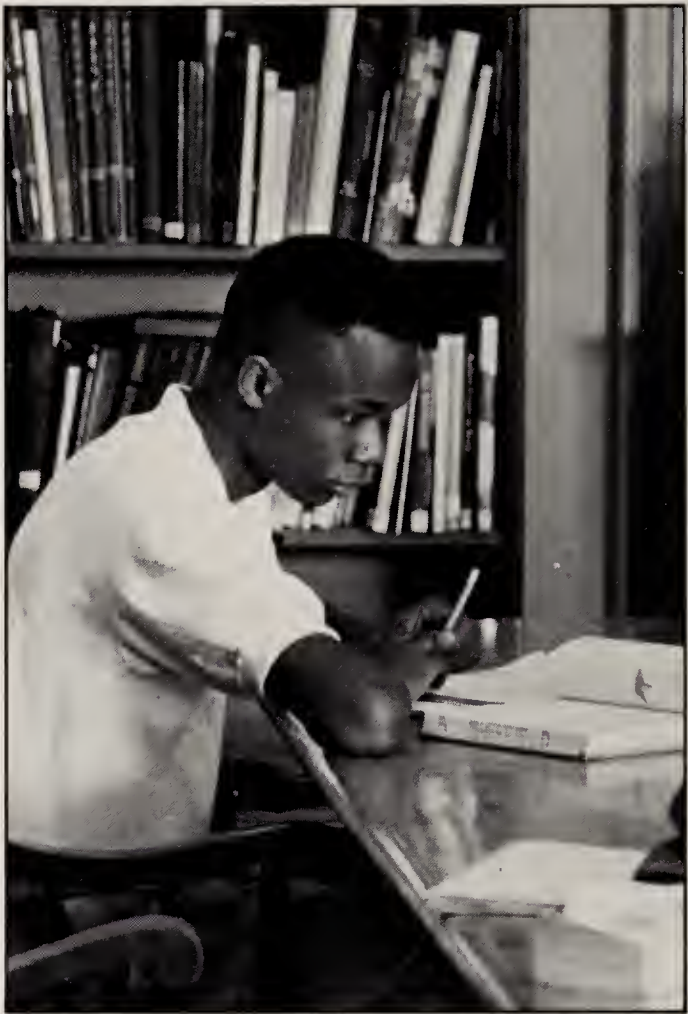
At the end of each of the school year's four quarters, academic advisors send grades and instructors' reports home. At these times, too, the Director of Studies publishes lists of those Freshmen and Sophomores who have attained a high enough average to be excused from daily Study Hall and of those students who have attained the academic distinction of Honor Roll and

High Honor Roll. Students who have not met minimal academic standards are subject to Academic Probation at this time, as well.

Each student normally carries 5 subjects — 5 major courses or 4 major courses and one semester course. Diploma requirements include the successful completion of four years of English, three years of Mathematics (through Second Year Algebra and Trigonometry), two years of a Foreign Language, 2 years of History (1 in United States History and one other), two years of Science, one year of Introductory Fine Arts, and another minor course in the Arts, and one semester course in Religion, as well as a one-semester course in Speech, normally taken during the Senior year. The course selection process involves the student, his or her advisor and parents, and the Director of Studies.

The Academy offers Honors, Accelerated, and Advanced Placement







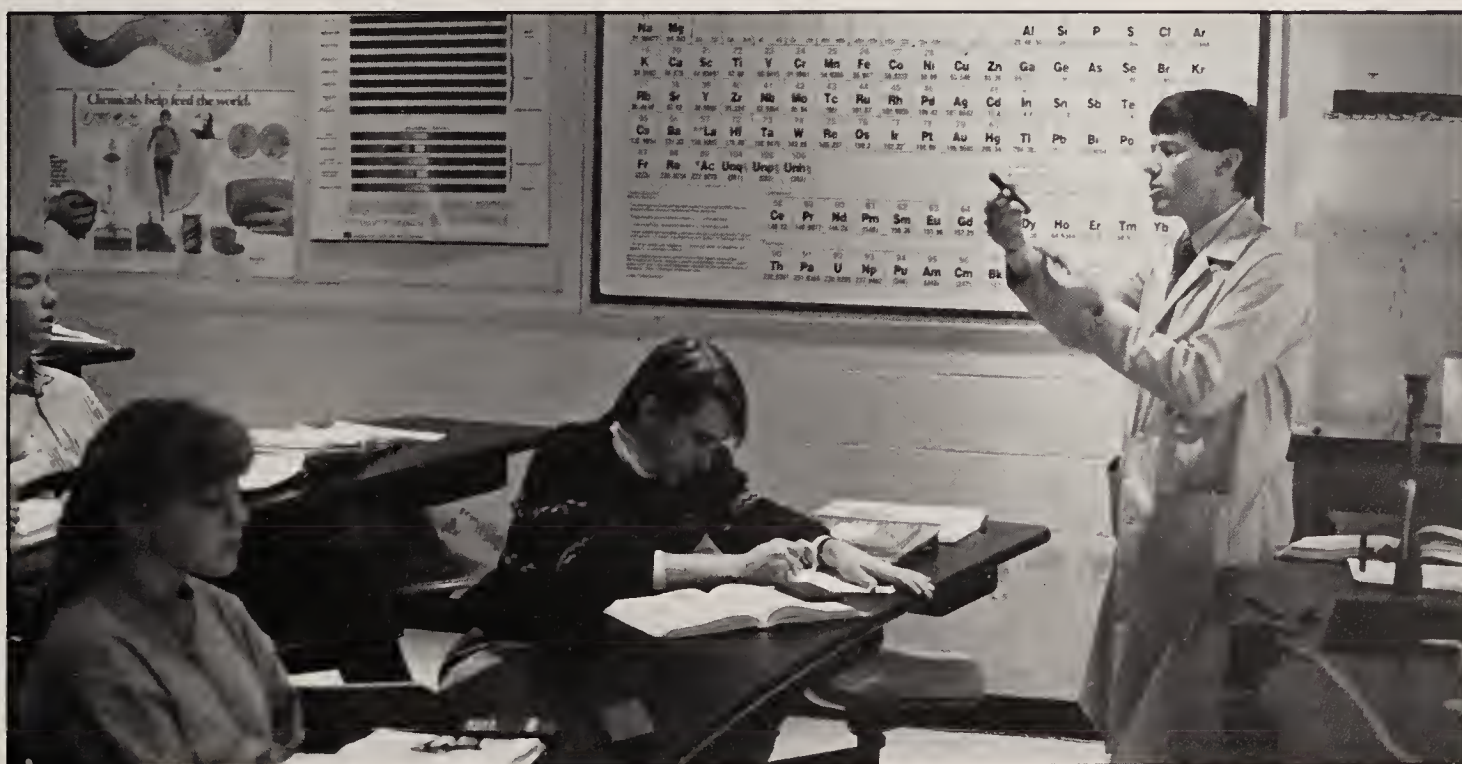
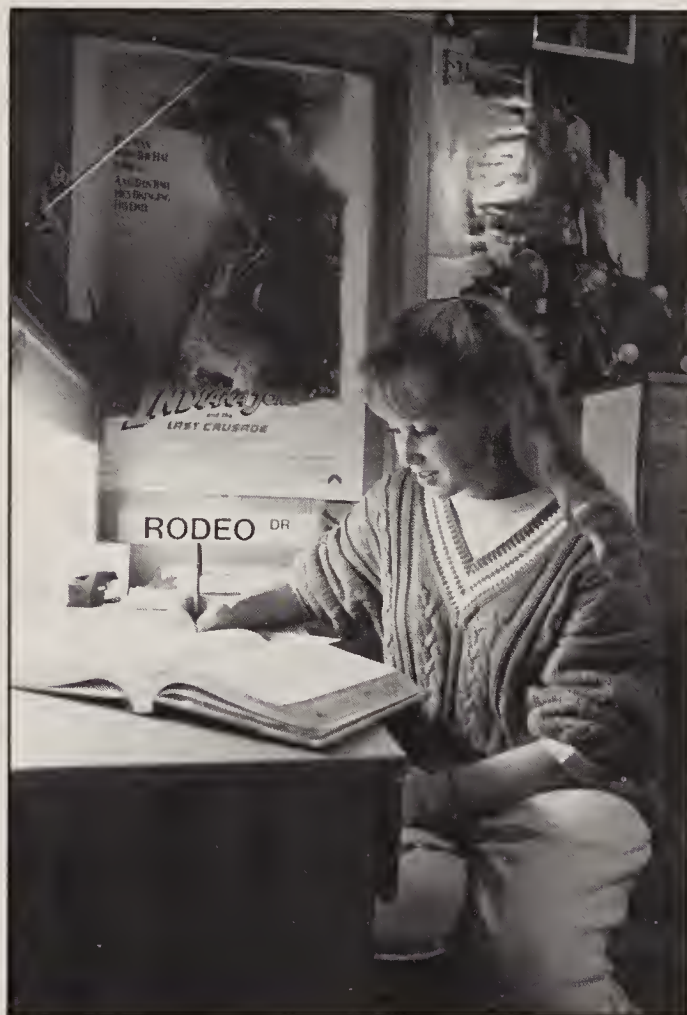
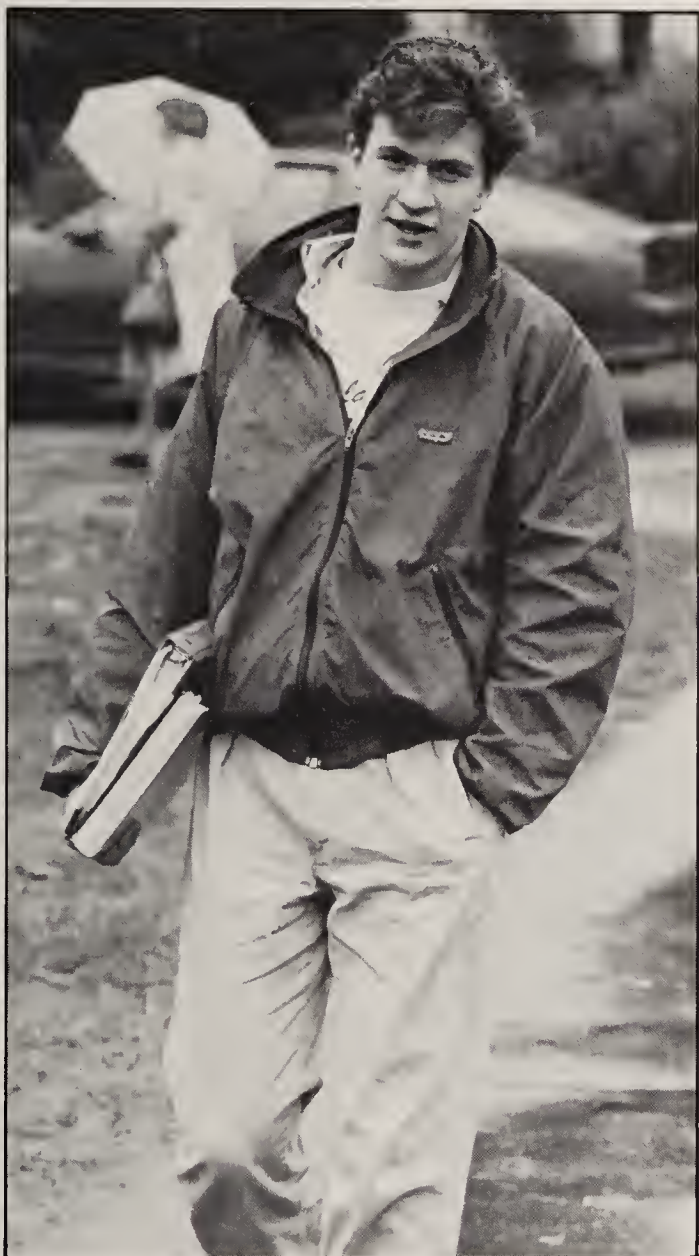
courses in English, Mathematics, Biology, Chemistry, Physics, U.S. History, Studio Art, French, German, Spanish and Latin. Successful completion of such courses often allows students to register for upper level courses in college upon enrollment. In addition, students may pursue Independent Study projects during the academic year investigating areas of special interest. We offer Exchange Programs for qualified students to study for a year in foreign countries.

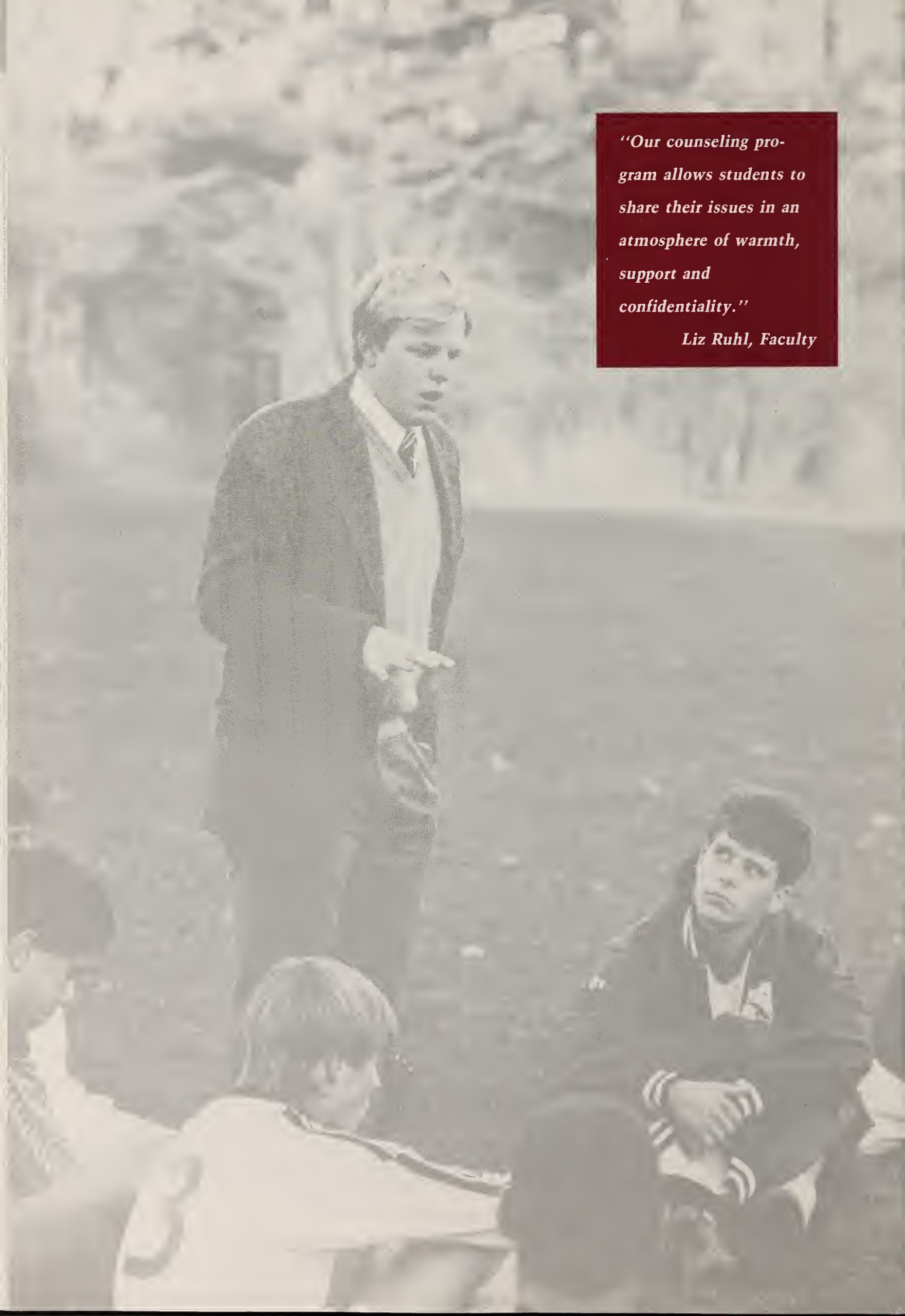
Each year the top-ranking Juniors and Seniors are elected to the Cum Laude Society in recognition of outstanding scholarship.

Outstanding academic facilities meet the varied demands of the several disciplines: Parson's Schoolhouse contains classrooms for Foreign Languages and Mathematics, a Language Library,

and the Wang-Goodhue Computer Center complete with 14 MacIntosh computers; the Frost Building, which houses the main library of more than 20,000 volumes, also contains seminar rooms for History and English classes, as well as an Audio Laboratory, Lecture Hall, a Computer Writing Laboratory, and the Archives; the Schumann Science Center contains lecture rooms, laboratories for Physics, Biology, Chemistry and Electronics, and a greenhouse; the Kaiser Visual Arts Center, with classrooms for Studio Art, Photography and Ceramics, two darkrooms, as well as the Youngman Gallery; the Thompson Performing Arts Center houses individual practice rooms, a choral room, an electronic music studio and a large studio/classroom for jazz band, music history and theory classes.







"Our counseling program allows students to share their issues in an atmosphere of warmth, support and confidentiality."

Liz Ruhl, Faculty

ADVISING AND COUNSELING

W

hile nurturing communities such as Governor Dummer provide a great deal of informal counseling and advising, the Academy does have a formalized Advisor System. Each student has an advisor on the faculty, someone whose primary goal in this role is to support and guide that student through the vicissitudes of the high school years: course selection, concerns about daily academic preparation and performance, study skills, and peer, family and faculty relationships. Throughout the year, the advisor is in direct contact with the student's parents, three times a year via formal written evaluations (attending a set of course instructor reports), and at other times of the year

by less formal and routine means.

Students needing support beyond the Advisor System find help through the Academy's Counseling Group — several experienced and trained faculty members organized and headed by the school's professional counselor. When necessary, a student might meet with a counselor or other off-campus professional.

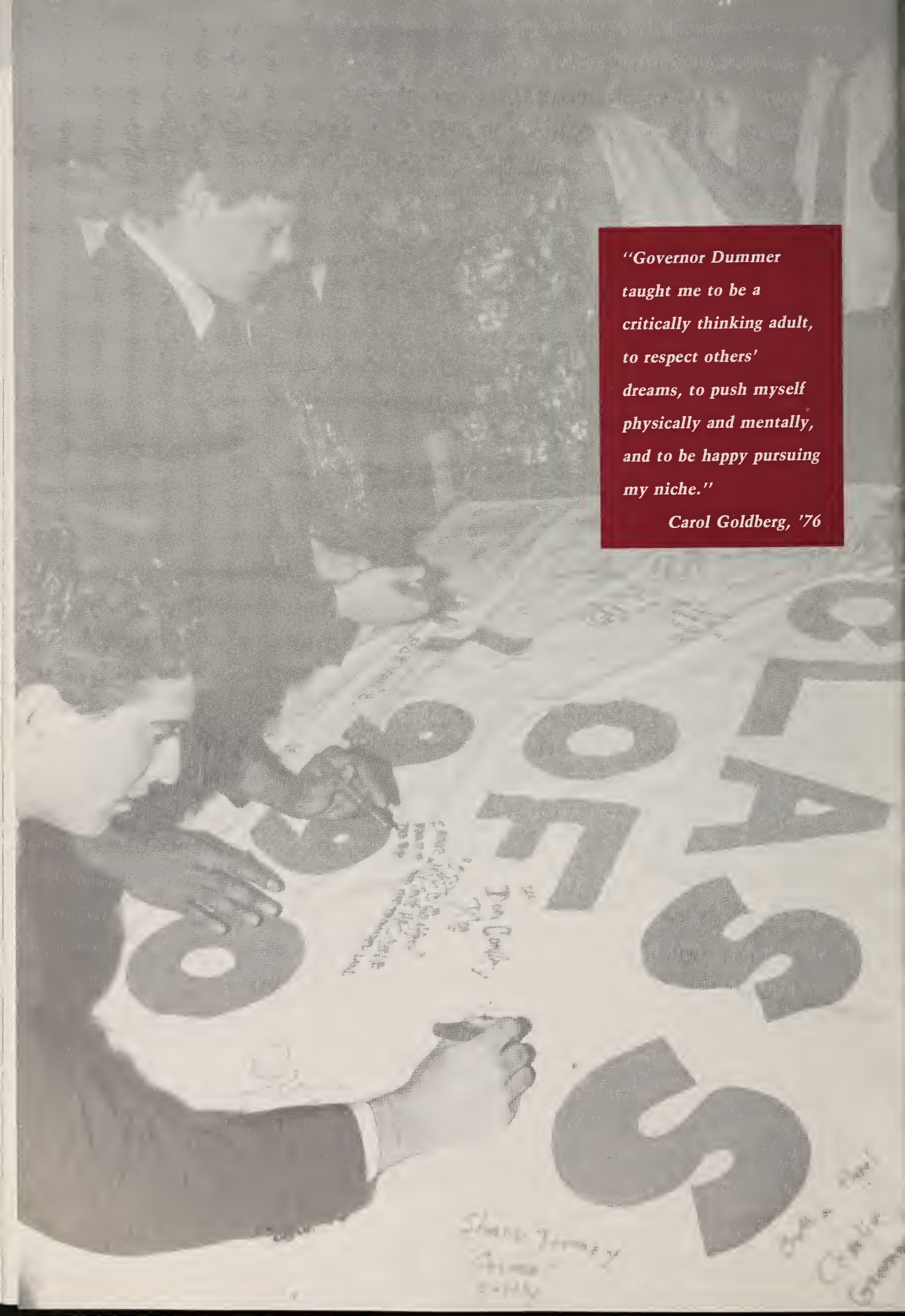


Forms of peer counseling also abound at Governor Dummer — ranging from the Big Brother-Big Sister Program, which helps new students adjust to the Academy, to less structured modes, such as the Senior Proctors in each dormitory, students chosen especially for demonstrated responsibility, sensitivity, and generosity towards others.









*"Governor Dummer
taught me to be a
critically thinking adult,
to respect others'
dreams, to push myself
physically and mentally,
and to be happy pursuing
my niche."*

Carol Goldberg, '76

COLLEGE COUNSELING

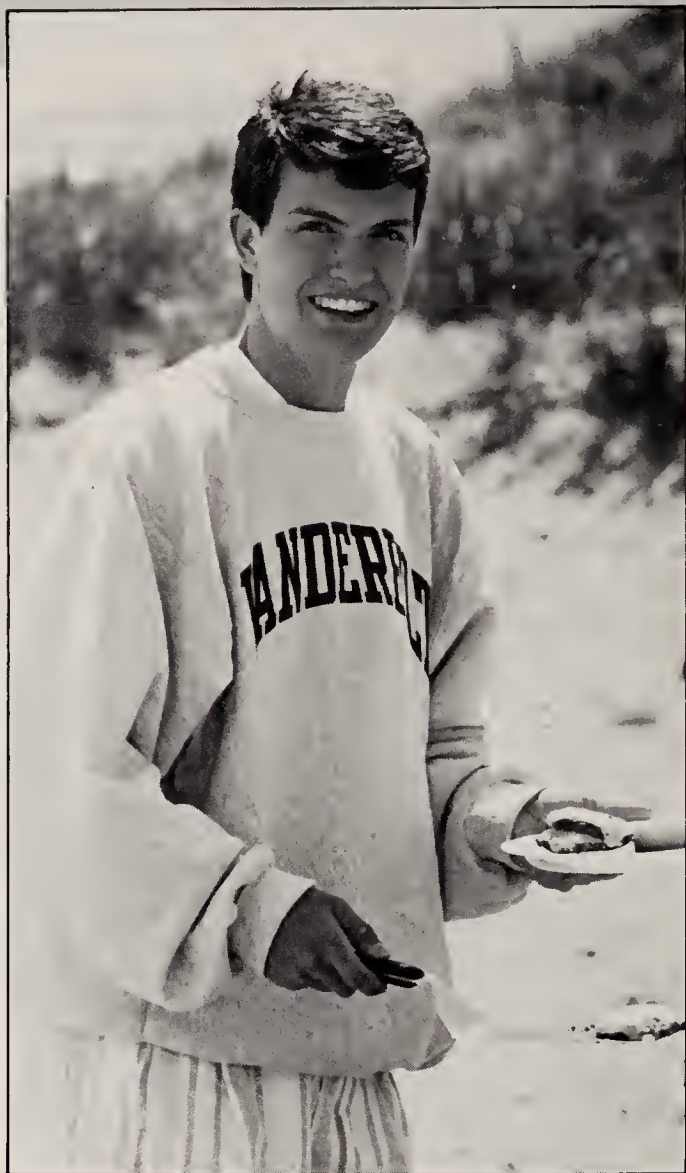
The College Counseling Office, along with faculty advisors, helps students to evaluate their individual academic progress and personal development, and to gain a realistic perspective on goals, ambitions and projected future plans. In the Junior year, the Director of College Counseling begins formalized and direct work with individual students and their families. The process includes group meetings with the Junior class; a College Day including a College Admissions Officer who addresses all Juniors and their parents; individual conferences with each student, and with the parents. A Resource Center contains a computerized system including information on occupations, colleges and financial aid, the Laser Resource Network with laser videos of over 200 college campuses, college catalogs and viewbooks and information on academic and/or enrich-



ment programs for the summer.

Over 100 representatives from colleges and universities across the United States and around the world visit the Academy during the school year to talk with interested students. In the fall of the Senior year, Seniors begin to file applications under the direction of the College Counseling Office. While Governor Dummer traditionally sends students to selective and highly selective colleges and universities, its primary goal is to ensure that each student is placed in an academic setting that will favorably suit his or her abilities and needs.

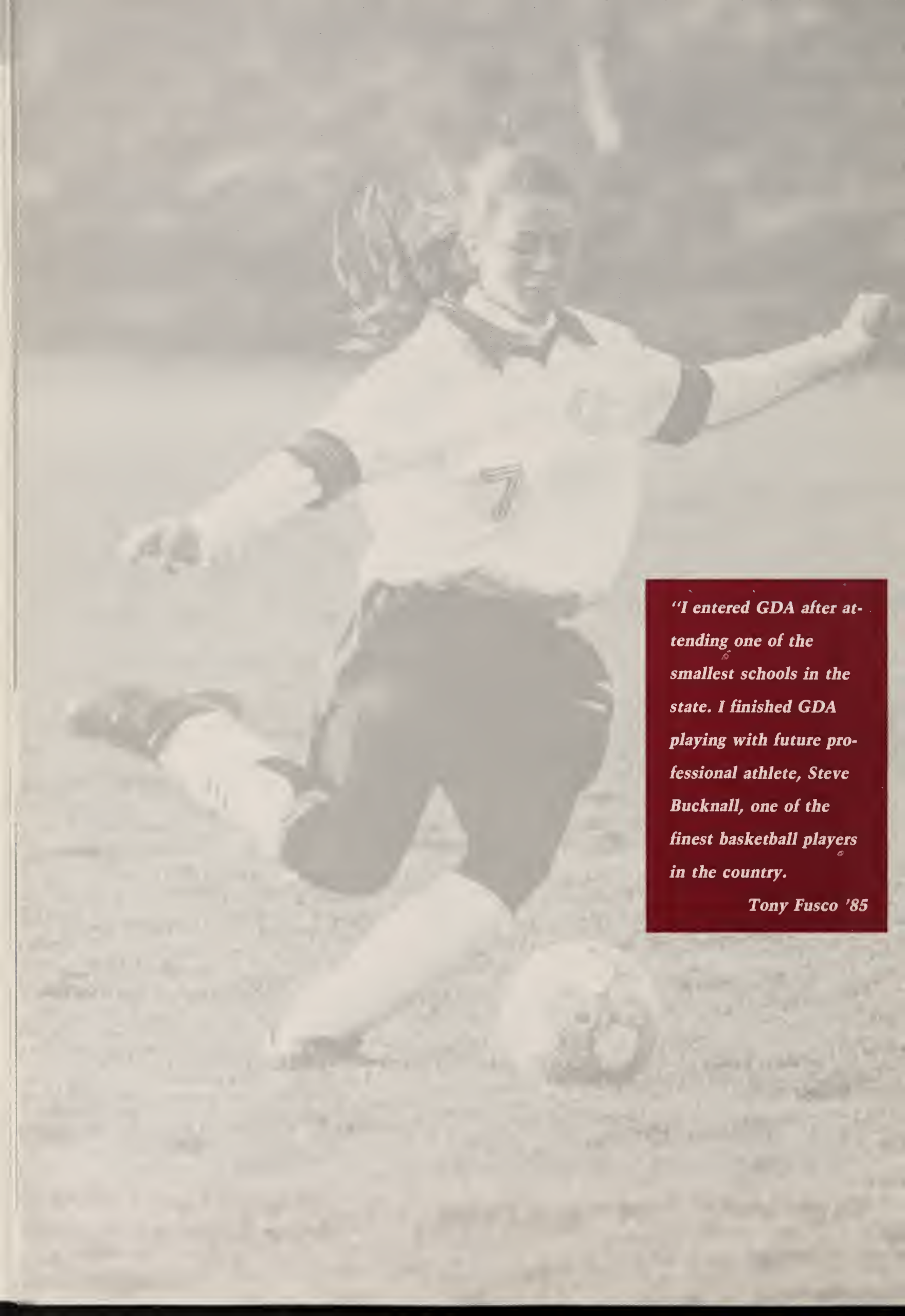




COLLEGE MATRICULATION, CLASSES OF
1987-1990

Amherst	Mass. Inst. of Tech.
Babson	Middlebury
Barnard	Mount Holyoke
Bates	Univ. of New Hampshire
Boston College	Univ. of N. Carolina, Chapel Hill
Bowdoin	Northwestern
Brandeis	Oberlin
Brown	Univ. of Pennsylvania
Bryn Mawr	Pomona
Carleton	Princeton
Univ. of Chicago	Rensselaer Polytechnic Institute
Colby	Rice
Colgate	Univ. of Richmond
Univ. of Colorado	Rhode Island School of Design
Columbia	Rollins
Connecticut College	St. Lawrence
Cornell	Skidmore
Dartmouth	Smith
Duke	Stanford
Georgetown	Syracuse
Gettysburg	Trinity
Hamilton	Tufts
Harvard	Tulane
Haverford	Univ. of Texas at Austin
Hobart	Univ. of Vermont
Holy Cross	Vassar
Johns Hopkins	Vermont
Kenyon	Washington and Lee
Lafayette	Wellesley
Lake Forest	William and Mary
Lehigh	Williams
Univ. of Maine	Wooster
Univ. of Mass.	Yale





"I entered GDA after attending one of the smallest schools in the state. I finished GDA playing with future professional athlete, Steve Bucknall, one of the finest basketball players in the country.

Tony Fusco '85

ATHLETICS

G

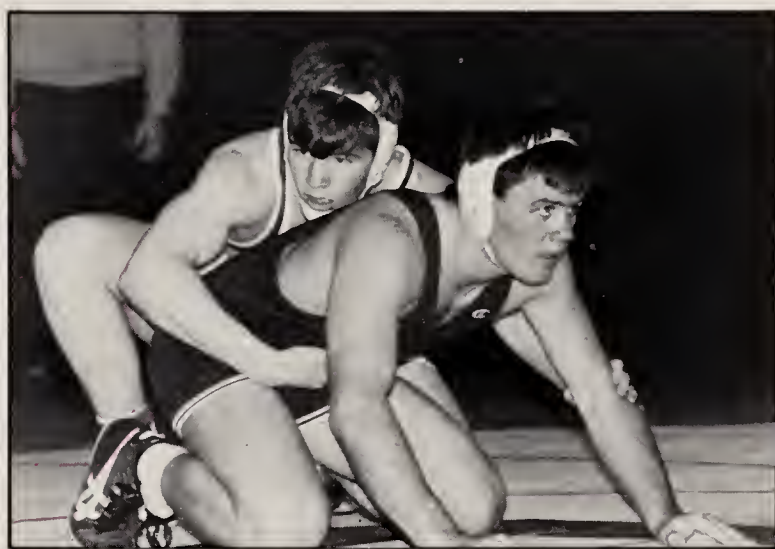
overnor Dummer Academy provides a strong athletic program for students of all abilities and encourages students to participate in interscholastic sports throughout their years at the school. As with many other areas of school life, athletics offer the opportunity for students to grow in respect for themselves and to learn how to interact with others to achieve group goals. We believe that there are lessons about self and community that can be taught better from this platform than any other.

Most students are involved in interscholastic athletics on teams which practice daily and which normally compete on Wednesdays and Saturdays. Freshmen and Sophomores are required to participate on such a team for each of the three seasons. Juniors and Seniors must be involved for one season, although many participate beyond this requirement.

Other parts of the Afternoon Program involve Dance and Drama, which are available to all classes, as well as Community Service and Free Afternoon Activities which are open to the two upper classes.

Outdoor facilities include twelve playing fields, a quarter-mile track with

runways for field events, six tennis courts, a 9-hole golf course, and a 3.1 mile cross country course. Indoor facilities center around a Alumni Gymnasium containing an "Eagle" fitness center, a training room, a dance studio, locker and visiting team rooms as well

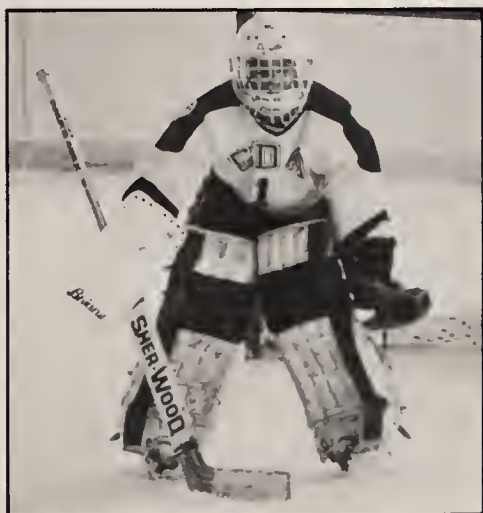


as a basketball-volleyball court and wrestling room. Murphy-Frost Arena encloses an ice hockey rink and dressing rooms and is used in other seasons for indoor practice. All facilities are available during the week and weekends for recreational use as well as practices and contests.

Many students utilize the school's 500 acres of campus and golf course for informal games such as softball and touch football as well as a place to bicycle, jog, or ski during free time.

Governor Dummer is a member of the Independent School League as well as the New England Private School Athletic Council. Both groups are committed to maintaining the true spirit of amateur athletics.

"The Governors" are coached by faculty who engender the pride and enthusiasm that characterize all aspects of life at the Academy.



ATHLETIC OFFERINGS

Boys' Sports:

Football
Soccer
Cross Country

Basketball
Ice Hockey
Nordic Ski
Wrestling

Baseball
Golf
Lacrosse
Tennis
Track

Girls' Sports:

Field Hockey
Soccer
Cross Country

Basketball
Ice Hockey
Nordic Ski
Volleyball

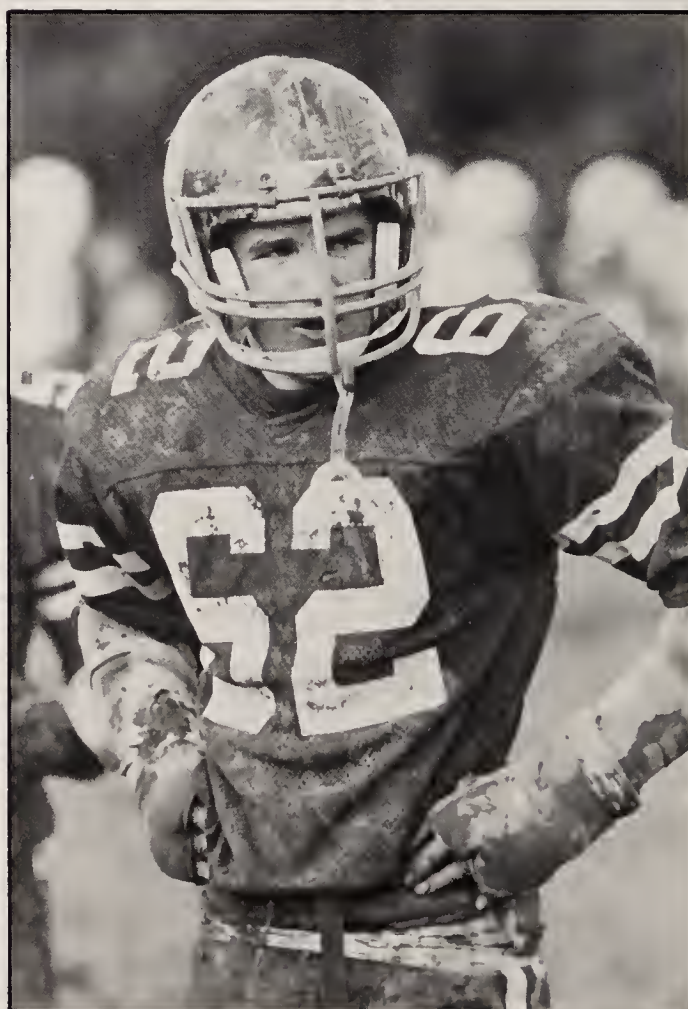
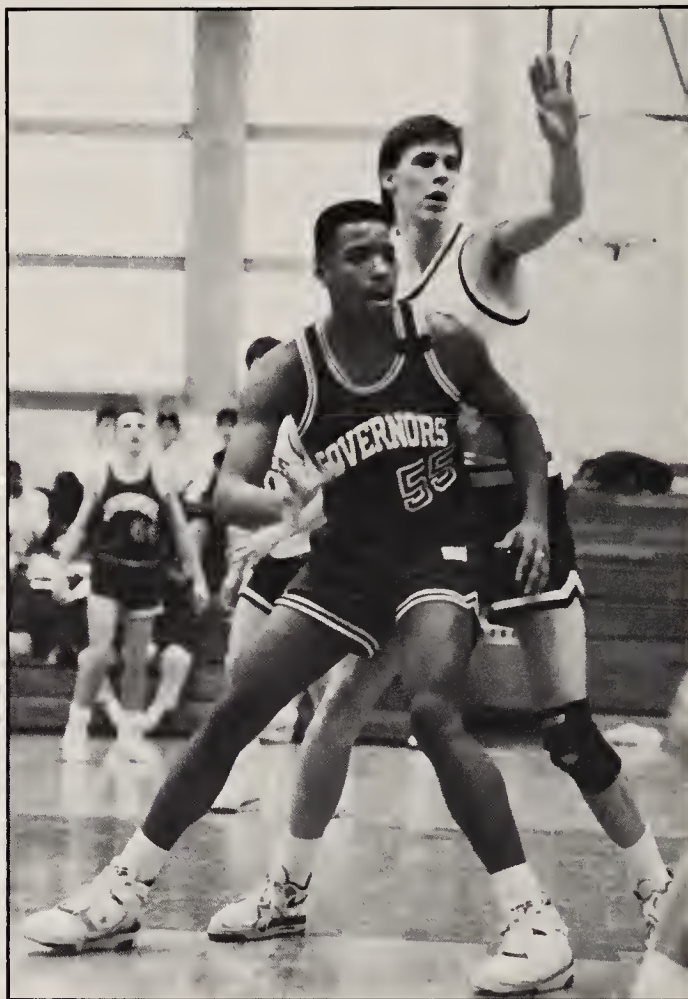
Golf
Lacrosse
Tennis
Track



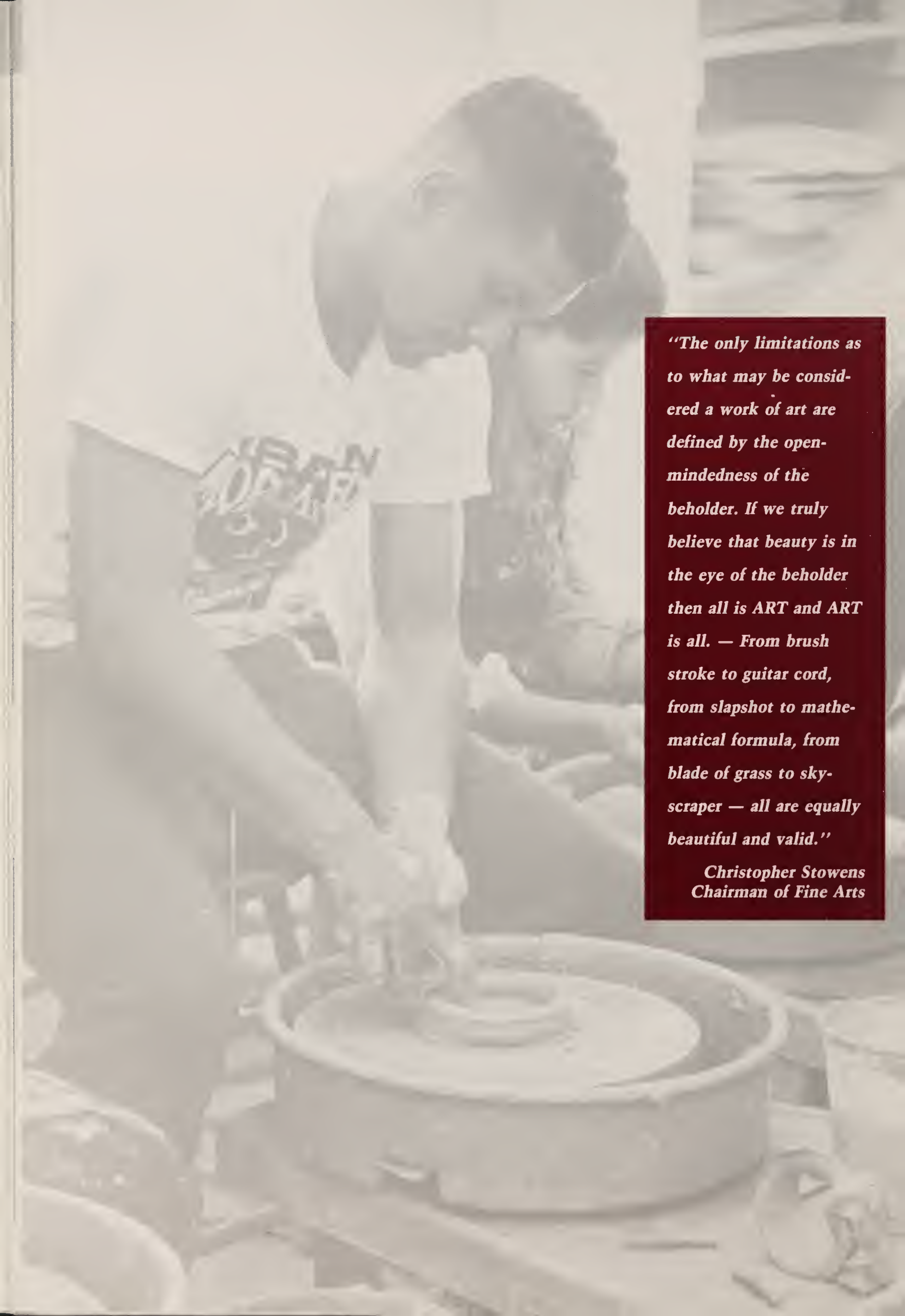












"The only limitations as to what may be considered a work of art are defined by the open-mindedness of the beholder. If we truly believe that beauty is in the eye of the beholder then all is ART and ART is all. — From brush stroke to guitar cord, from slapshot to mathematical formula, from blade of grass to skyscraper — all are equally beautiful and valid."

Christopher Stowens
Chairman of Fine Arts

THE ARTS

The Arts at Governor Dummer are varied and strong, a testament to the value and importance that the Academy places on their role in the full and complete education of every young person. In addition to a rich and diverse course selection in the visual and performing arts (and the graduation requirements in this subject area), the Academy actively encourages extracurricular involvement in this realm.



In Music, students may select courses in Music Theory, Electronic Music and Music History, Advanced Improvisation, and Independent Study in areas of particular interest. Performance groups include "The Big Wind" and "The Slight Breeze" (jazz bands), The Academy Singers (the chorus), The

Governor's Octet, and Academy Chamber Ensemble. Other ensembles form in response to talents and interests. Conservatory-trained instructors teach a variety of instruments, as well as voice; students may rent virtually any instrument they care to study. Formal performances and concerts take place four or five times yearly; the Music Guild, a wholly student-organized group of musicians, produces several additional concerts. Coffee Houses and other informal settings provide additional performance opportunities.

Art courses range from the required Introduction to the Fine Arts for Freshman through Art History, all levels of Studio Art, Ceramics and Photography. Students may also pursue Independent Study projects in any of the Fine Arts. With the Kaiser Visual Arts Center as the heart of visual arts activity, students explore the various media and activities as well as in classes: the building is staffed throughout the week and weekend with Arts faculty. The Youngman Gallery hosts several professional and student art exhibits yearly, and students may meet



these artists at Friday evening Gallery openings.

Energetic and talented thespians abound at Governor Dummer and find their expression primarily through the three major theatrical productions yearly. Fall and winter shows are directed by the Faculty Director of Drama, and recent productions have included *A Streetcar Named Desire*, Moliere's *Tartuffe*, *Back County Crimes*, *Fiddler On The Roof*, Studs Terkel's *Working*, *South Pacific* and Sartre's *No Exit*. The spring play is traditionally directed by a senior who has demonstrated interest, ability and commitment to theater during his or her time at Governor Dummer Academy. This senior selects the show, chooses the Faculty Advisor, cast, and technical crew, and holds total responsibility for the production.

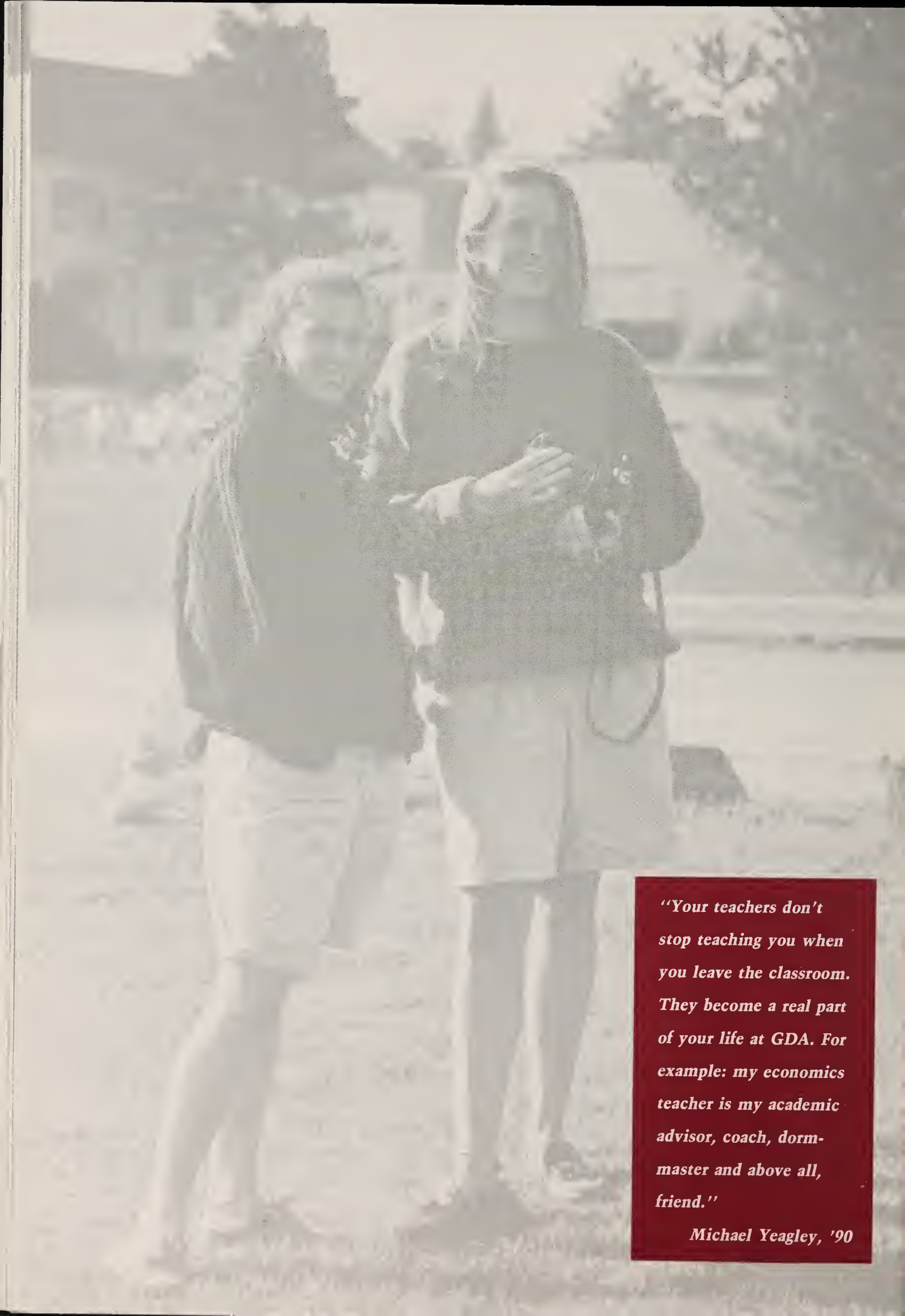
Barefoot In The Park, *Play It Again, Sam*, and Orwell's *1984* have been produced successfully in recent years. Students involved in drama, as actors or technical staff, normally do not participate in a sport, since rehearsals take place in the afternoon. In addition to the three primary productions of the year, students often find other means of dramatic expression — through participation in the Shakespeare Reading Contest, Independent Projects (normally undertaken by Seniors), or by work with the Theatre of Newburyport and the Children's Theatre of Newburyport, both of which have strong connections to the Academy through members on our faculty and various workshops they offer. In addition, Governor Dummer Academy is a member of the International Thespians' Society.











"Your teachers don't stop teaching you when you leave the classroom. They become a real part of your life at GDA. For example: my economics teacher is my academic advisor, coach, dorm-master and above all, friend."

Michael Yeagley, '90

COMMUNITY LIFE

S

tudent life at Governor Dummer Academy means community life: students and faculty begin each academic day together after breakfast at 7:45, at a regular morning meeting of announcements, skits, music — whatever people have to share with one another. On Wednesday mornings, the school gathers in the Moseley Chapel for a brief talk by a student, faculty member or friend of the school; rather than a worship service, this is a time for the sharing of ideas, feelings and beliefs. The academic day begins at 8:00 and ends at 2:50, with classes rotating in time period day-to-day and all major courses meeting daily. Conference Period is integral to each class day (except Wednesday, which is shortened to accommodate afternoon athletic contests); during this time, students may seek extra help and guidance on independent projects they are pursuing. Academic assistance is also available during the rest of the day and during the evenings.

In the afternoons during the academic week all students are involved in some aspect of the Afternoon Program. Most participate in a varied, wide-ranging athletic program; others take part in one of the year's three major theatrical productions, or to join the Community Service Program, helping in nearby nursing homes, hospitals and schools.

At different points during the year, each student is involved in an aspect of the Work Program — stacking lunch trays, sorting silverware, cleaning the student center, shoveling a walkway. With all students taking part, the program reflects the Academy's belief in the educational value of learning to care for oneself and one's surroundings, as well as to serve others.

Following dinner there is a two hour activity period in which many of the Academy's clubs and activities hold regular meetings. The Library, the Computer Center and the Fine Arts Center, are often utilized by the students during this time block. This is also a time when students socialize in the student center and relax with friends in their dormitories.

Preceding activity period there is a structured two-hour study hall in the dormitories. Students are required to be at their desks working. This study hall is closely monitored by the dorm







master on duty. "Lights out" varies according to grade level.

Weekend activities spring naturally from the interests and desires of the people who make up the Governor Dummer Academy community — the students (both boarding and day) and faculty. Throughout the year there are academic, cultural, athletic, and social commitments that are mandatory on certain Friday evenings, Saturdays, and Sundays. However, on most weekends the students select freely to participate in a host of activities.

On Friday evenings, many students attend the theater or the symphony, or some other cultural event, fulfilling a once-per-term Humanities requirement. Others stay on campus to enjoy a concert, special movie, mime or other presentation. Art openings in the Youngman Gallery also take place on Friday evenings.

Academic classes are not held on Saturday mornings in order to provide "hands-on" time for special interests. The photography lab, ceramic and art studios are open for use, as are the music rooms and La Factorie (the wood

and metal shop). The Wang-Goodhue Computer Center; driver's education, typing classes, and SAT preparation classes are also available. Vans shuttle to and from Newburyport in the morning to transport students wishing to shop.

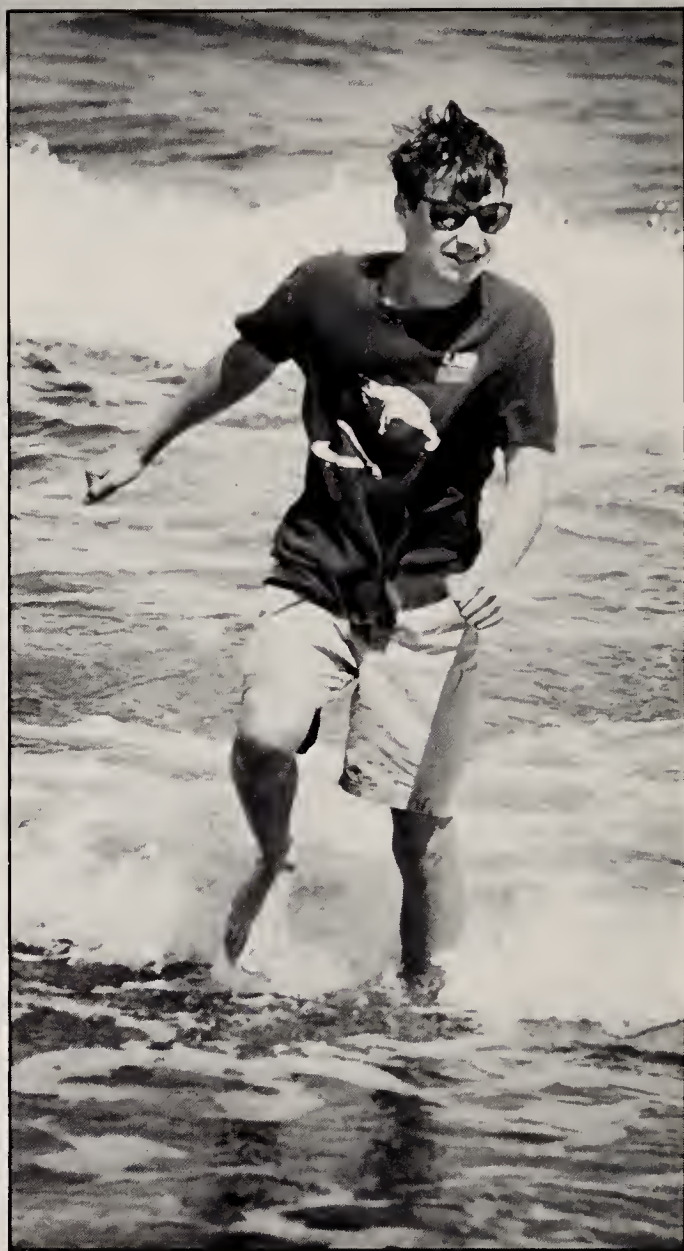
Most students spend their Saturday afternoons in athletic contests, either at home or at other New England schools. Saturday evening's events are planned by the student Social Committee: dances, casino nights, movies, plays and talent shows are some of many activities offered.

A very special aspect of weekend life is Open House, where Headmaster and Mrs. Bragdon open their home, the historic Mansion House, to the entire community for the evening. Ping pong and pool in the basement, chess and Trivial Pursuit in front of the fireplace in the living room, a movie in the "Old Kitchen", hot fudge sundaes and pizza around the kitchen table — these elements combine with the warmth and genuine hospitality of the Bragdons to create a true home for students, faculty and their families, and friends.

Students usually spend Sundays alternately relaxing and studying, although faculty take students on off-campus trips routinely — to Faneuil Hall, Plum Island and various regional attractions; faculty also help transport students to and from church services of various denominations.

Boarding students discover that life in their dormitory provides an additional dimension for personal growth. Dorms become a second home, a place where students of various ages join together with residential faculty to form more than simply a living unit. While certain roles are fixed and predictable (the Faculty Advisors, the Senior Proctors), residents share the richness and variety of friendship that evolve naturally when people live together with trust and respect, responsibility and its attendant privileges. Day students are welcome for weekend overnights with boarders in the dorms, as well.

Students of all ages interested in taking on leadership roles find ample opportunity: as class officers, representatives to the Community Council, dormitory proctors, library proctors, editors of the yearbook or the news-



paper, chairmen or presidents of various clubs or groups, proctors and directors of the Student Union. In fact, the Academy runs on the commitment, energy and example provided by students willing to lead.

Rules at Governor Dummer, as in any society made up of individuals with diverse interests, are vital to the effective functioning of the community. Students must understand that every action has its consequence, and that their behavior determines the climate and tone of their school. Of the six major school rules, the Academy holds the honesty rule as the most important. It expects complete integrity of each student in all matters, both personal and academic. The other major rules — carry significant weight, as well; transgression of any of these could lead to dismissal from the Academy. These and other specific and less major regulations are outlined in the Student Handbook.



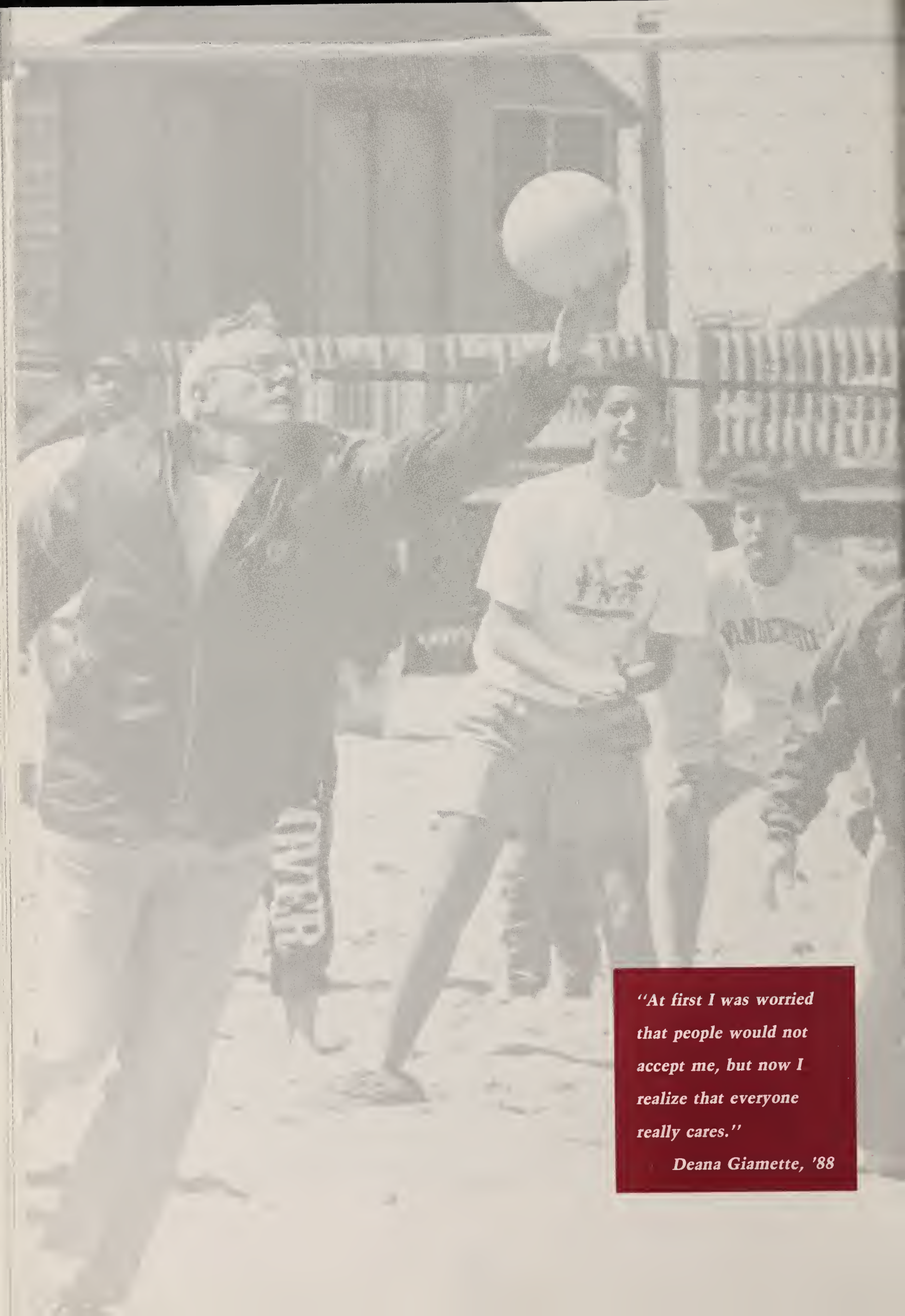




CLUBS & ACTIVITIES

Academy Singers
Amnesty International
Art Club
Chapel & Convocation Committee
Community Council
Community Service
Computer Club
Cum Laude Society
Drama Club
Food Committee
French Building Proctors
French Building Directors
French Club
Friday Evening Program
German Club
Governor Dummer Honor Society
Governor's Brass Quartet
International Club
Jewish Fellowship
LaFactorie Wood & Metal Shop
Photography Club
Red Key
Ski Club
Smith & Company Dancers
Social Committee
Spanish Club
The Governor
The Milestone
The Spire
Thespian Society
Tour Guides
Twilight Softball League





*"At first I was worried
that people would not
accept me, but now I
realize that everyone
really cares."*

Deana Giamette, '88

A SCHOOL AND A FAMILY

M

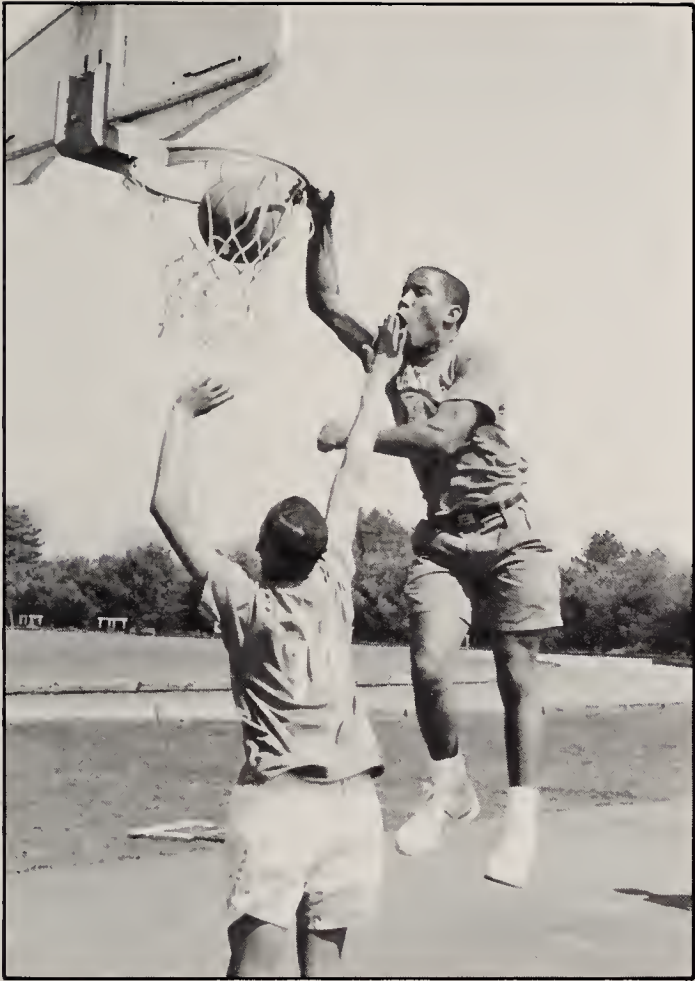
ore than merely a challenging college-preparatory school, Governor Dum-

mer is a home to its students, faculty, faculty families, alumni, and even former faculty. It is a place where youngsters and adults can feel comfortable in exploration of all kinds — intellectual, social, athletic, personal. The small size (340) of the student body contributes to this warm feeling: it allows frequent and close interaction between the students themselves, as well as between students and faculty in small classes, often taught seminar-style around a table; in closely-knit dormitories or corridors, ranging from 6 students to 18; and in formal and informal sports activities — in virtually every imaginable context of life in a boarding school. Equally important to this positive spirit of togetherness are the special aspects of Governor Dummer Academy community life: the daily all-school meeting in which personal



and cooperative efforts and successes are applauded, the Bragdon's weekly Open House, the Freshman Winter Carnival, the Junior Beach Day, daily celebrations of birthdays, surprise Headmaster's Holidays, Twilight Softball, dormitory parties. These communal moments, combined with a spirit of friendliness and cooperation, create the right atmosphere for adolescent growth and maturation.









*"Last evening in the dorm,
I listened to a discussion
by students from South
Boston and Dorchester,
MA; Massena, NY; Den-
ver, CO; Austin, TX; and
Seattle, WA, concerning
an up-coming Physics test,
last weekend's dance, and
the success of the Boston
Celtics. This is Governor
Dummer Academy."*

Edward Rybicki, Faculty



ADMISSIONS

G

overnor Dummer seeks motivated students who have demonstrated promise in both character and academic ability — students who will gain from the Academy and who will contribute to it. When reviewing candidates, the Admissions Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement, impressions from the interview, and any other information available about the candidate. While most new students enter Governor Dummer in the ninth and tenth grade years, a few places open each year for eleventh grade applicants. The Academy, believing in the educational value of having students from varied cultures and diverse backgrounds, encourages students from all areas of the country and the world to apply. For day students, there is no geographic limit to the area from which they may apply, with the understanding that the Academy does not furnish transportation. Students often ride in car pools from neighboring towns.

REQUIREMENTS FOR ADMISSION are as follows:

1. The candidate should contact the school in the fall or early winter of the year prior to that which he or she wishes to enter, to make an appointment for a **PERSONAL INTERVIEW AND TOUR** of the GDA campus. If distance makes such a visit impractical for the candidate, the Admissions Office will try to arrange for a representative of the Academy to meet with the student nearer his or her home.
2. The candidate must take the **SECONDARY SCHOOL ADMISSION TEST**, administered at centers

throughout the world on five Saturdays in 1990-91. Governor Dummer will also accept the Independent School Entrance Examination offered by the Educational Records Bureau. For information regarding the test contact the Educational Records Bureau in Wellesley, MA (617-235-8920). Registration forms and additional information may be obtained through Governor Dummer or from the Educational Testing Service, Box 922, Princeton, NJ 08540. The Academy recommends that the candidate take the December or January administration of the SSAT.

3. The candidate, his family and school must complete all **APPLICATION FORMS**. The preliminary application, which is included in this catalogue, should be sent in as soon as possible, accompanied by a \$25 fee. This will allow us to open a file on your son's or daughter's application process. The remaining forms



include a Student Questionnaire, Parent Questionnaire, a request for school records, English and Mathematics teachers' recommendations, and a personal recommendation. The filing deadline for these forms and the preliminary application is **February 1, 1991**. In cooperation with the policy recommended for all schools, Governor Dummer will notify candidates and their families of admissions' decisions on **March 10, 1991**. Parents of these admitted are to respond to the school not later than April 10, 1991.

4. Candidates applying for **FINANCIAL**

AID, in the form of grants and loans, must meet the requirements of financial need, character and academic potential. If need is indicated on the final application for admission, parents are asked to complete a School Scholarship Service form. This form must be completed by **February 1**, and in the case of separation or divorce, both parents must supply financial information. Scholarship aid is awarded annually, to approximately 20% of the student body, without regard for race, color, national and ethnic origin, or religious belief.





TUITION AND FEES 1990-91



BOARDING STUDENTS (includes tuition, room, \$15,350 board, out-patient treatment in the Health Center, dormitory furniture, use of library and laboratories and equipment, athletic uniforms and helmets)

DAY STUDENTS (includes tuition, lunch, \$10,400 occasional other meals, use of all facilities available to boarding students, except residence in dormitories or the Health Center)

This sum is payable in installments of:

Boarding Students	Day Students	
\$ 400	\$ 250	Reservation Deposit for new students (applied to August 1 payment)
\$7275	\$4950	Payment due August 1
\$7675	\$5200	Payment due December 1



Payments are non-refundable; parents may elect to enroll in the Tuition Refund Plan, which insures fees in the event of absence or separation, according to the terms of the policy.

Additional expenses vary widely with individual students. They may include books, school supplies, sweatsuits, subscriptions to school publications, team photographs, club membership fees, a social activities fee, College Board examination fees, transportation to and from Boston at vacation times, optional bus trips, athletic footwear, and other special athletic equipment. Such expenses average around \$700 per year for boarding students and \$500 for day students. Parents are asked to establish a deposit account of \$300 with the school, against which students may charge extra expenses.

CURRICULUM & COURSE DESCRIPTIONS

ACADEMIC REQUIREMENTS FOR DIPLOMA

I. CREDITS

- A. Successful completion of 16 credits including required courses.
- B. Two-semester majors = 1.0 credit; minors & one-semester majors = 0.5 credit.
- C. Transfer credits require approval of the Director of Studies.
- D. Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

II. DISTRIBUTION REQUIREMENTS*

- A. English — courses 11-12, 21-22, 31-32 and one in each semester from the 40's series.
- B. Mathematics — courses 11-12, 21-22, and 31-32 or 35-36.
- C. Social Studies — U.S. History and a two-semester course prior to U.S. History.
- D. Foreign Languages — courses 11-12 and 21-22 in any one language.
- E. Sciences — 2 two-semester majors (including Science I if entering 9th grade).
- F. Fine Arts — Introduction to the Fine Arts in 9th grade; thereafter, one course in art, ceramics, music, photography or theatre.
- G. Religion — one course (waived if entering GDA later than 10th grade).
- H. Speech — one public speaking course in the 11th or 12th grade.

III. MINIMAL CREDIT LOAD PER YEAR*

- A. 9th grade — 5.5 credits.
- B. 10th grade — 5.0 credits (20% of class carry 5.5).
- C. 11th grade — 4.5 credits (85% of class carry 5.0 and 10% carry 5.5).
- D. 12th grade — 4.5 credits (55% of class carry 5.0 and 20% carry 5.5).

IV. OTHER REQUIREMENTS AND CONSTRAINTS*

- A. The Humanities Program requirement and the Community Service requirement are part of the requirements for diploma.
- B. Programs for grades 11 and 12 must include at least **four major** courses in each semester. The 9th-grade program is fixed at five major courses and one minor course. The 10th-grade program must include at least five major courses.
- C. **Seniors** must pass all year-long and semester-length courses in the second semester regardless of total credits accumulated prior to the 12th grade.
- D. In year-long courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.
- E. Students may not drop-without-penalty, change or add courses after **four weeks** into any semester. **Seniors** may not drop any second-semester course after **January 1st** (earlier for Early Decision acceptances).
- F. Two-semester courses and Language 31-32, 41-42 and 51-52 may not be discontinued at **midyear nor during the summer** except by graduation.
- G. The time between Thanksgiving and Christmas vacations provides the opportunity for students to request changes in their second-semester programs.
- H. Any student not meeting minimal academic achievement standards as outlined in the student rule book is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable to dismissal from the Academy.

NOTE: *Exceptions to these specific requirements can be made only by the Director of Studies, who consults with the Department Chairman and the Advisor, upon written petition from the student and family.

COURSE OFFERINGS and EXPLANATORY NOTES

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. This listing includes changes in the curriculum as detailed in the 1989-90 school catalogue published last summer. It is possible that a course listed herein will not actually take place if enrollment is deemed insufficient, or will change semesters if enrollments so dictate.

Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that apply to JUNIORS and SENIORS considering participation in the Senior Spring Projects Program.

Table of Contents

- 1 Diploma Requirements
- 2 Notes on Special Sections
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- 19 Senior Spring Projects

COURSE DESIGNATIONS consist of a course number and a descriptive title, such as MA21-22: Geometry. An odd number is generally offered only in the FALL semester, even numbers in the SPRING semester. A course with a single number, such as HS41: Chinese

History, is a complete course in one semester. A two-number course, such as SC21-22: Biology, is a year-long course requiring enrollment in both semesters. Most courses in Mathematics, French and Spanish have both halves of year-long courses offered in each semester. All courses listed in these pages are **MAJOR** courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as **MINOR** courses (0.25 credit per semester).

SPECIAL SECTIONING

The Governor Dummer curriculum does not utilize "ability grouping" or "tracking by ability" as traditionally understood, especially in its younger classes. However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for the student with outstanding strengths and high motivation.

For example, the **semester structure** of our sequential programs in mathematics provides the flexibility to place the student a half-year ahead or to repeat a half-year of study in a subject, either upon entrance or at some later time, rather than being able only to make whole-year adjustments in the student's program. In this way, the individual student's readiness — and to some extent, ability — is addressed better.

Accelerated sections exist in the science program. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections in chemistry and physics. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied, thus the course assumes more than do the regular sections.

Honors sections in upper-level mathematics and United States History signify more demanding sections of these courses. The "honors" designation in English (seniors only) and in science must be earned by selection and enrollment in special seminars (EN 81-82 and I) concurrent with the regular course.

Many courses at the upper levels are designated as **Advanced Placement (AP)** courses or sections. The Advanced Placement Program of the College Board is designed to offer greater challenges through rigorous courses to able and ambitious students. It also provides a means of recognizing outstanding commitment and

achievement; success on AP exams in May can earn college credit or advanced placement at the college entered. All students in AP courses are required to take AP exams. Those courses which traditionally produce students who succeed on the exams are designated as AP courses.

Students are selected for special sections on the basis of past achievement and evidence of willingness to work hard, tested ability, departmental recommendations, and student requests. When a special section is oversubscribed, the department chairman and director of studies review the list for final enrollment decisions. On rare occasions, a scheduling conflict might preclude a particular student's participation in a special section.

COLLEGE ENTRANCE REQUIREMENTS

Since the vast majority of Academy students are aiming for college, college entrance requirements must be kept in mind in selecting courses. In many instances, especially at the highly selective colleges to which our students aspire, these requirements may exceed the Academy's minimum requirements for graduation. **The College Handbook** and the catalogues of the individual colleges are sources of information, as are the departmental notes throughout this pamphlet.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum, to take the extra history course, to be sure to include a lab science in the junior or senior year and, when possible, to qualify for inclusion in accelerated, honors, or AP sections.

Since many colleges require candidates to take College Board Achievement Tests — in addition to the SAT aptitude tests — in at least three different areas (usually English; mathematics; and one of foreign language, American or European history, or science) by January of the senior year, courses should be chosen with this in mind. Our students normally take these Achievement Tests on two dates: in June of the junior year, and in December of the senior year. A few sophomores find it advantageous and are advised to take one or two Achievement Tests upon completion of the appropriate courses.

CHOOSING A PROGRAM OF STUDY

Decisions concerning the selection of courses — made in consultation with the student's advisor — must account for the factors mentioned above. Choices made at the end of the ninth and tenth grades have a very important impact in the two crucial years — junior and senior — in the college admission process. Selection of courses, then, cannot be taken lightly. A curriculum panel reviews each student's choices.

ENGLISH DEPARTMENT

EN 11-12: Freshman English (two semesters)
The course is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature in the course is chronologically organized. Class time will be used to present the cultural background of this literature, emphasizing developments in art and music as well as giving students a sense of the daily life lived in the various historical periods. This overview will form the basis for literary study in subsequent years. Vocabulary drawn from the literature read during the year will be studied weekly; and this practice will also continue through a student's four years at Governor Dummer. Weekly compositions will give students practice in writing critical analyses, personal and creative essays, plays and poetry. Grammar will be studied prescriptively both through exercises and through correction and rewriting of student essays. Composition competence examinations in punctuation will be given in this course, examinations that will be repeated in varying forms and at varying periods throughout a student's four years of English. (9th grade.)

EN 21-22: Sophomore English (two semesters)
The first quarter of this course will be devoted almost entirely to composition practice and development. Prescriptive work in grammar and punctuation will be combined with workshop techniques to encourage peer criticism, prewriting and rewriting. The form of the sentence, the paragraph and the essay will be studied in succession. Students will meet with their teachers for conferences every other week, a practice that will be continued through-

out the junior and senior years. The systematic study of literary genres — poetry, short story, essay, drama and novel — will be undertaken during the remainder of the year. Weekly essays will be divided evenly in subject matter between personal expository essays and essays of a critical nature based on the literature in the course. Competence examinations this year will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and stylistic irregularities. (10th grade.)

EN 31-32: Junior English (two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, irony and satire; and it introduces longer and more complex examples of the genres studied in the sophomore year — poetry and fiction. Drama is examined for its theatrical as well as its literary value. Along with classical writings, a number of important literary works — *Huckleberry Finn*, *Walden*, *The Scarlet Letter*, *The Great Gatsby* and *Death of a Salesman* — are used to study literature and attitudes that seem peculiarly American. (11th grade.)

Senior English (Advanced Placement): To fulfill his English requirement each senior will select one FALL- and one SPRING-semester course from those listed as the 40's series on the pages that are produced separately in the month of May. Actual choices will be handled in the student's current English class just prior to school's closing. For now, the course registration sheet simply indicates that the student will be enrolling in Senior English (AP) each semester. All Senior English sections are AP sections, although the AP exam in May is not required.

Because of scheduling difficulties first and even second choices are not always possible to arrange; the four priorities for each semester should be clearly indicated on the student's special Senior English registration sheet in May. Thereby, a substantial majority of the seniors will end up in courses of their own choosing.

EN 40: A Foray into "Modernism" (SPRING

Elective) What's going on in the twentieth century? Is the 'self' finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism", we will try to get a handle on the twentieth century by reading some of the best British and American literary minds of the first half of the century. We will also investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Conrad, Yeats, Hardy, Eliot, Joyce, Woolf, Beckett, and Owen.

EN 41: India: The Subcontinent through Western Eyes (FALL Elective) To most of us, India is a far-away country — overcrowded, incomprehensible, and impenetrable. This course will develop an understanding of a country whose influence will be increasingly pervasive in the twenty-first century. We will study works of Western writers who share our culture but who came to grips with a seemingly enigmatic land. Film adaptations of some novels and documentaries about Hindustan will be integral parts of the course. Readings will be those of Kipling, Forster, Narayan, Prater-Jhabvala, La Pierre, Naipaul, and Scott; films will include *Gunga Din*, *Heat and Dust*, *A Passage to India*, *Salaam Bombay*, *Staying On*, and *The Man Who Would Be King*.

EN 42: Creative Writing Workshop (SPRING Elective) Although students will be asked to write, initially, in each major form — the poem, short story, drama and essay — they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring an anthology including the best of each student's writing will be published.

EN 43: History as Drama (FALL Elective) A. R. Myers, the noted British historian, quoted the great Duke of Marlborough as having said, "Shakespeare [was] the only history of England I ever read." Even today, the picture of the people and events that surround the reigns of ten medieval English kings owe their enduring vitality to Shakespeare's imagination. This course will explore Shakespeare's manipulation of fact and circumstance to serve his art.

The basic text for the course will be Peter Sac-

cio's *Shakespeare's English Kings: History, Chronicle, and Drama*. The plays to be read and discussed will be *Richard II*, *Henry V*, and *Richard III*. Outside reading will be required periodically. Papers will focus on the historical as well as literary aspects of the course.

EN 44: The American Short Story (SPRING Elective) A uniquely American genre, the short story addresses and explores the past, present, and future of our American ideals, beliefs, and fears. Students will study the short fiction of American writers, including those presently writing for *The New Yorker* magazine. In addition to studying the history and evolution of the short story, students will also write their own stories.

EN 45: Contemporary Literature (FALL Elective) This course will examine some of the highly-acclaimed literature of the last two decades. What does this literature have to tell us about ourselves and our times? *The New Yorker* magazine will be read weekly and will provide a base for many of the writing assignments. Anne Tyler, Toni Morrison, E. L. Doctorow and Louise Erdrich are some of the writers to be studied.

EN 46: Three Dramatic Geniuses (SPRING Elective) Students will explore and analyze the conventions and craft of play-making. Shakespeare's poetry, Shaw's satire, and Stoppard's irony still draw people into the theatre. Students will become familiar with the obvious contrasts and then seek to discover the startling similarities among these three masters of English drama.

EN 47: Power and Mastery (FALL Elective) Madmen "have such seething brains,/Such shaping fantasies, that apprehend/More than cool reason ever comprehends." We will study such masters of power as Prospero, Milton's Satan, Dr. Faustus, Frankenstein, and Ahad. The course will conclude with a reading of John Fowles' *The Magus*.

EN 48: America In The Mirror (SPRING Elective) *America In The Mirror*: This course will examine the modern American scene by reading and discussing the works of some of America's most gifted non-fiction writers. The course will also focus upon perfecting student essay writing through analyzing and imitating the various

styles of the author read in class.

Aside from the weekly writing assignments, the capstone of the course will be a ten-page essay on a topic of the student's own choosing to be handed in at the end of the course.

EN 49: Shakespeare's Comedy (FALL Elective) Though most consistently remembered for the power of his tragedies, Shakespeare probably felt most comfortable writing comedy, which appears in every form in which he wrote: tragedy, history, lyrical poetry and the comedies themselves. This course will examine the various forms of Shakespearean humor. In addition to ordinary writing and study requirements, students will be asked to give readings and performances from the assigned literature.

EN 61-62: Language Study (two or one semesters) This course provides supplemental training in fundamental English skills over the entire year or, in some cases, just one semester. Emphasis will be on writing mechanics, grammar, rhetoric, and vocabulary. In general, the English Department and Director of Studies will select the students who will take this course beginning in September. In December they will also identify those who will take the course in the second semester as well as those from the first semester who may move out of this special program. A half-credit is awarded for each semester. (Normally restricted to the 9th grade, replacing Ancient History or Foreign Language as advised by the Director of Studies.)

EN 81-82: English Honors Scholars Seminar (two semesters) This "extra credit" honors seminar meets for two hours in the evening every other week; evaluation for work in the seminar is incorporated in the student's grade for the regular senior English 40's course work. The seminar is led by four different department members in rotation. It gives outstanding students the opportunity to work with students equally strong and to confront more challenging reading and writing assignments. (Eligibility: honors level work in English 31-32 and selection by the department.)

MATHEMATICS DEPARTMENT

The core program includes Algebra I, Geometry and Algebra II as required

courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments, and first exposures to functions, graphing, problem solving, and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations, and experience applying appropriate concepts and strategies in given situations.

MA 11-12: Algebra I (each half offered both semesters) This is a logical development of a first course in algebra — the foundation — emphasizing basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), graphs of linear relations, radicals, and the quadratic formula.

MA 21-22: Geometry (each half offered both semesters) In this course the students are introduced to Euclidean Geometry. The challenge of being able to solve problems using the components of deductive structure and employing traditional, coordinate, and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

MA 31-32: Algebra II with Trigonometry (each half offered both semesters) This is an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of inequalities; polynomial functions, graphing techniques; conic sections; rational, real, and complex number systems; and introductions to exponential, logarithmic, and trigonometric functions. Algebra I and Geometry are thus blended together in analytic geometry of Rene Descartes. (Students are ready for the **Math Level I Achievement Test** after MA32.)

MA 35-36: Honors Algebra II (two semesters) This honors course offers deeper coverage of the topics considered in MA31-32 and introduces sequences, series, and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment requires departmental recommendation. Students are ready for the **Math Level I Achievement Test** after MA36.)

Placement in all higher mathematics courses is decided by the department.

MA 41: Finite Mathematics (FALL; half-credit) Topics from linear functions and relations, elementary matrix algebra, and linear programming — both graphical and Simplex methods — are investigated along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Precalculus) but for whom more mathematics will be useful in business and social science studies. A traditional precalculus course probably should follow this course prior to the study of calculus in college. (12th grade only; ready for **Math Level I Achievement Test** in the winter.)

MA 42: Probability and Statistics (SPRING; half-credit) Through the study of elementary combinatorics, probability, and descriptive statistics students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with "evidence" for taking their positions. (The target audience is the same as that for MA 41, plus those juniors who complete MA 32 in the fall; ready for **Math Level I Achievement Test** in June.)

The two Precalculus courses — MA45-46 and MA47-48 — continue the traditional route from arithmetic through algebra and analysis to the calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for **Math Level I Achievement Test** if taken in December, and **Math Level II Achievement Test** at the June session.

MA 45-46: Precalculus (two semesters) The traditional route — this is a review and extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the

binomial theorem and mathematical induction, and elementary probability. This course is for students simply wishing to maximize their options for college majors or those tending toward sciences or mathematics. (MA 53-54: AB-Calculus is the usual sequel.)

MA 47-48: Honors Precalculus (two semesters) Two-thirds of the year is devoted to the study and analysis of the elementary functions, limit theory via sequences, finite series, mathematical induction, polar coordinates and curves, and vectors. The last third considers the differential calculus of polynomial functions. Emphasis on graphical analysis is stressed throughout the course, enhanced by mathematical investigations on the computer. (MA 57-58: BC-Calculus is the usual sequel.)

MA 53-54: AB-Calculus (Advanced Placement; two semesters) This introduction to The Calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and to economics, physical sciences, and life-sciences. (MA 45-46 or MA 47-48 is a prerequisite; Advanced Placement Exam is administered in mid-May.)

MA 57-58: BC-Calculus (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. (MA 47-48 or MA 53-54 is a prerequisite; Advanced Placement Exam administered in mid-May.)

MA 61-62: Advanced Topics in Mathematics (two semesters; MINOR course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from Linear Algebra, Numerical Analysis, or Discrete Mathematics, possibly Non-Linear Dynamical Systems. In this way the student will have a broader mathematical background and will be better prepared to read mathematics in college. A project is likely to be involved.

CS 20: Topics in Computers (FALL or SPRING; half-credit) This course examines computers as

a tool for the mind: It is an extension of the mind that allows humans to be more productive and ever more inquisitive. Incorporating the history, anatomy, uses and misuses of computers, and course's lectures will cover the evolution and design of computer hardware, while an integrated lab will introduce students to the major software tools that can benefit their academic, personal and career efforts. Emphasis will be placed on microcomputers, with focus on word processors, spreadsheets, data bases, and graphics. The underlying philosophy is that exposure to computer applications is a more universal need than is programming skill at this time. (Grades 10, 11, or 12; enrollment limited to 12 each semester.)

NOTES:

1. The department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business colleges will need to study mathematics in all four years.
2. Placement in courses subsequent to Geometry will be determined by the department's recommendation. Exceptions require written permission of the chairman and the current teacher.
3. Students who have completed precalculus (MA45-46 or 47-48) are advised to take the Math Level II Achievement Test. Those who are only half-way through precalculus or at the end of Algebra II are advised to take the Math Level I Achievement Test. Those who have not completed Algebra II are not fully prepared for either test.
4. Very strong students of Algebra I (B + or better) who have more than an abiding interest in mathematics/science may take Geometry and **Honors** Algebra II concurrently in the tenth grade with the approval of the Advisor, the Department Chairman, and the Director of Studies. It is **not** permitted to double up with Geometry and **regular** Algebra II when trying to accelerate a full year in the mathematics program.
5. Students completing the Mathematics requirement prior to the 11th grade who wish

to terminate the study of mathematics must earn departmental approval on Level I Achievement or else enroll in MA 45-46. Only very special circumstances would warrant approval of termination of mathematics study before the senior year.

6. Students enrolled in any of the following upper-level courses **may not discontinue** these year-long commitments at semester break in January: MA 45-46, MA 47-48, MA 53-54, MA 57-58, and MA 61-62.

HISTORY and SOCIAL STUDIES DEPARTMENT

HS 11-12: Ancient History (two semesters) This introductory course concentrates upon the study of the rise and fall of nations and civilizations — the early civilizations of the Near East, Ancient Greece, and Ancient Rome. (Normally in 9th grade.)

HS 21-22: Modern European History (two semesters) This survey course emphasizes the political, economic, and social development of Western Europe from the Age of Absolutism to the present. Stress is placed upon the origins and consequences of industrialization, the rise of the middle class, and the evolution of totalitarianism. (Normally 10th graders and new juniors.)

HS 31-32: United States History (Advanced Placement; two semesters) This chronological survey focuses upon the governmental and decision-making processes in the nation's history. Included throughout the study is the intensive investigation of the major issues and events in American History. (Prerequisite: two semesters of history; 11th or 12th grades.)

HS 33-34: Honors United States History (Advanced Placement; two semesters) This section will undertake a more intensive study of American history, and the approach should be very suitable for students interested in taking either Advanced Placement or Achievement tests at the end of the year. The syllabus will emphasize readings from several authors in paperback, work with documents, exposure to American literature and analytical work in political, economic, constitutional and social

history of the United States. (Departmental approval is required; 11th or 12th grades.)

All remaining History Department courses are generally limited to one section:

HS 37: Post-War America (FALL; half-credit) "From Yalta to Megatrends" — This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam, and Watergate. We will also consider America in the '80's under (President Reagan and conclude by speculating about the future. (HS 31-32 or HS 33-34 is a prerequisite; especially suitable for American History Achievement Test preparation as a senior; offered in alternate years with HS 39; *offered* in 1989-90.)

HS 39: Feminine Perspective in American History (FALL; half-credit) This course will chart the influences and contributions of individual women and their involvement in social movements that helped to form American history and thought. Highlighted in the course will be issues and conflicts that involved women during historical movements such as abolition, women's suffrage, and labor. (HS31-32 or HS33-34 is a prerequisite; offered in alternate years with HS37; *offered* in 1990-91.)

HS 41: Chinese History (FALL; half-credit) The course examines "traditional China" and the agonies it has undergone as it has attempted to join the twentieth century world. (Normally in 11th or 12th grades.)

HS 42: Japanese Studies (SPRING; half-credit) This course will consist of a study of Japan, its unique culture, people, and history. (Normally in 11th or 12th grades.)

HS 44: African History (SPRING; half-credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism, and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (11th or 12th grades; offered in alternate years with HS 48; *not offered* in 1990-91.)

HS 45-46: Russian Studies (two semesters) This

course stresses political, social, and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period — history and literature — from Peter the Great to the present. (11th or 12th grades.)

HS 48: Middle Eastern History (SPRING; half-credit) This course will emphasize the history and geography of the Modern Middle East during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (11th or 12th grades; offered in alternate years with HS44; *offered* in 1990-91.)

HS 51: Macroeconomics (FALL; half-credit) This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment, and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The lives, thoughts, and theories of the world's great economists are investigated as well, giving each student a solid background in understanding not only capitalism, but also other economic systems. (11th or 12th grades.)

HS 52: Microeconomics (SPRING; half-credit) In this course the student will undertake a detailed examination of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from a theoretical as well as practical standpoint. The lives and works of economists are investigated, with special emphasis placed on the works of recent Nobel prize winning economists. (11th or 12th grades.)

HS 61: Sociology (FALL; half-credit) This course explores the science of human interaction by first investigating several topics in sociology, including cultural sociology, group behavior, social institutions, and social problems. (12th grade only.)

HS 64: Psychology (SPRING; half-credit) This investigation into the sciences of human interaction will analyze, among other things,

normal growth and development, major personality theories, the unconscious, and self-discovery. (12th grade only.)

Foreign Language Department

FRENCH

FR 11-12: French I This course introduces basic French communication skills, both oral and written. Basic grammar is presented along with an introduction to French civilization and readings. Most course work is conducted in French, and the Language Lab is utilized.

FR 21-22: French II (each half offered both semesters) This course reviews and extends the goals of First Year French. Most course work is conducted in French, and the Language Lab is utilized.

FR 31-32: French III: (each half offered both semesters) In this course the work in basic communications skills is continued, while the student is introduced to French literature and history. Most course work is conducted in French. Completion of this course prepares the student for the French Achievement Test (optional).

FR 41-42: French IV: (Advanced Placement; each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization, and reading from current publications. Most course work is conducted in French. Completion of this course prepares the student for the French Language Advanced Placement Exam (optional) in May.

FR 51-52: French V (Advanced Placement; each half offered both semesters) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

GERMAN

GR 11-12: German I (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary

readings are considered. Most course work is conducted in German, and the Language Lab is utilized.

GR 21-22: German II (two semesters) Work in grammar is continued in this course, with emphasis on writing and vocabulary. Some stories are read. Most course work is conducted in German and the Language Lab is utilized.

GR 31-32: German III: (two semesters) Work in communication skills is continued in this course. The student is introduced to German civilization, history, and literature. Films and outside speakers are part of the course. Most course work is conducted in German. Completion of this course prepares the student for the German Achievement Test (optional).

GR 41-42: German IV (Advanced Placement; two semesters) This course includes an intensive review of grammar, regular writing assignments, discussion of current events, and a survey of German Literature. Most course work is conducted in German. Completion of this course prepares the student for the German Language Advanced Placement Exam (optional) in May.

GR 51-52: German V (Advanced Placement; two semesters) The description for this course is the same as that for I. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

LATIN

LT 11-12: Latin I (two semesters) This course presents basic grammar and vocabulary. Elementary Latin readings are considered, and much work on translation takes place.

LT 21-22: Latin II (two semesters) The study of basic grammar and translation continues in this course. Students read *The Argonauts* and selections from Julius Caesar. An introduction to mythology is part of the course.

LT 31-32: Latin III (two semesters) In addition to an intensive review of grammar and vocabulary, readings from Cicero, Ovid and a variety of other authors are studied. Also included is an introduction to Latin verse. Completion

of this course prepares the student for the Latin Achievement Test (optional).

LT 41-42: Latin IV (two semesters) This course continues to emphasize grammar and vocabulary review. The first semester's focus is Vergil's *Aeneid*. During the second semester a selection of readings from Plautus, Catullus, and Horace are studied and discussed. Preparation for the Latin Advanced Placement Exam (optional) in May is possible for that student who is willing to complete independent study in conjunction with this course.

LT 51-52: Latin V (two semesters) The description for this course is the same as that for I. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

SPANISH

SP 11-12: Spanish I This course introduces basic Spanish communication skills, both oral and written. Basic grammar is presented along with an introduction to Hispanic Civilization and readings. Most course work is conducted in Spanish, and the Language Lab is utilized.

SP 21-22: Spanish II (each half offered both semesters) This course reviews and extends the goals of First Year Spanish. Most course work is conducted in Spanish, and the Language Lab is utilized.

SP 31-32: Spanish III (each half offered both semesters) In this course the work in basic communications skills is continued, while the student is introduced to Hispanic literature and readings about Spain and Latin America. Most course work is conducted in Spanish. Completion of this course prepares the student for the Spanish Achievement Test (optional).

SP 41-42: Spanish IV (Advanced Placement; each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar and work on essay writing, memorization, translation, and speaking. Readings and discussion of the works of 20th century authors form the core. Most course work is conducted in Spanish. Completion of this course prepares the student for the

Spanish Language Advanced Placement Exam (optional) in May.

SP 51-52: Spanish V (Advanced Placement; each half offered both semesters) The description for this course is the same as that for SP41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

NOTES:

1. Students considering the major liberal arts colleges should plan to take at least 3 years of one foreign language. Colleges are impressed by students who take the full sequence of one language.
2. The student should be at the third-year level or higher before taking a College Board Achievement Test in a foreign language.
3. Students beginning a language at G.D.A. will find the language available through the fourth-year level. We also try to hold to a policy of offering as advanced a level as students are prepared to

SCIENCE DEPARTMENT

NINTH GRADE PROGRAM

Science I Program (two semesters; required of all 9th-graders) The program consists of several options in each of two groupings — Group A derives from biologically oriented topics, while Group B lists topics from the physical sciences — all of which represent good science and should prove useful as an introduction to the study of laboratory sciences at the secondary level. Each freshman must study one course from each of the two groupings and is asked to list his or her order of preference (1 through 3 for the Group A menu, and 1 through 3 for the Group B menu) on the pink Freshman Course Registration form:

SCIENCE I PROGRAM — GROUP A

Designs for Life (one semester) This course is an "hands-on" exploration of the patterns of matter and energy within a living system. Much of the theoretical material will be covered by creating models that illustrate the concepts.

The laboratories will deal with the characteristics of organic molecules and simple living systems.

The Human Body at Work (one semester) Perhaps you have read the label on the box of your favorite cereal and wondered just what the effect of all the ingredients listed is on you. Through this study you should have a better understanding of your body and how it functions on a day-to-day basis. This might be called, more formally, an introductory course in human anatomy and physiology.

The Pond on Campus (one semester) Sharing our campus is a host of creatures. Some are composed of a single cell only, while others are complex miracles such as yourself. Through on-site observations, measurements, and experimentation you will come to understand the physical and biological nature of one of the ponds located a short distance from your classrooms. This introduction to environmental studies should help you understand your relationship to your surroundings.

SCIENCE I PROGRAM — GROUP B

Chemistry and Your Environment (one semester) Many are concerned about acid rain or the chemicals added to our swimming pools. We've watched actors on TV pouring substances into test tubes to "prove" that one detergent is better or that your stomach will feel relieved. In this study you will get your hands on the test tubes, balances, and other equipment in the chemistry laboratory, and you will discover how chemistry and chemicals are used and abused.

Electricity — One Form of Energy (one semester) This is an age of electronic amazement in which we are surrounded by electrical devices which help, inform, entertain, and bedevil us; and it is apt to be ever more so in the future. Electricity may be the best known and least understood form of energy. We shall attempt to unravel some of the mystery: what it is, how it is produced and distributed, how it is and might be used, and what some of the difficult surrounding issues are.

Fundamentals of Scientific Investigation (one semester) Now, this sounds like a stuffy title for a course. However, if you feel a little in-

secure in basic learning techniques — such as how to study, how to read and take notes effectively, how to handle data and to draw conclusions from that data — then you will find this course a real help to the further study of sciences here and in college. All Science I courses will include some emphasis on these skills, but this course is designed to pay special attention to these techniques, and to give a boost to your math skills at the same time. You will be learning something about matter in solid, liquid, and gaseous states in this highly lab-oriented course.

UPPERCLASS SCIENCE COURSES:

SC 21-22: Biology (two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models. (10th, 11th, or 12th grades.)

SC 23-24: Accelerated Biology (two semesters) An introductory survey course in biology emphasizing the continuity of life from a biochemical point of view. An advanced level text is used in this course. (Prerequisite: one year of chemistry; also recommended: physics; 10th, 11th, or 12th grades.)

SC 27: Ecology (SPRING; half-credit) This study is a second year biology course based on the concept of the ecosystem. The biology of individuals and communities will be treated in class and in the laboratory. (Prerequisite: one year of biology, and one year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

SC 28: Marine Science (FALL; half-credit) This study is a second year physical science course considering the basic principles of geology, chemistry, physics, and biology as they relate to the oceans. (Prerequisite: one year of biology, and a year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

SC 29: Ornithology (FALL; half-credit) Basic principles learned in biology will be applied to a group of animals seen every day, creating understanding of how organisms solve the prob-

lem of finding enough energy to survive and pass on genes. Classification systems and their tools will be studied in connection with the common birds of New England. Anatomy and physiology labs will complement field work. Incidentally the student will become acquainted with the fast-growing, life-long sport of "birding". (Prerequisite: one year of biology, and one year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

SC 31-32: Chemistry (two semesters) A general introduction to chemical theory and laboratory procedures, meeting six periods per week. (10th, 11th, or 12th grades.)

SC 33-34: Accelerated Chemistry (two semesters) An introductory course for students with strong aptitudes and a strong interest in science. Using an advanced level text and meeting seven periods a week, this course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of Chemistry. (10th, 11th, or 12th grades)

SC 37-38: Advanced Chemistry (Advanced Placement; two semesters; MINOR course) A general review followed by projects or topics chosen by the students and the instructor. This course is especially useful to those students planning to take the Chemistry Achievement Test in either December or June. (11th or 12th grades, with permission of the department.)

SC 41-42: Physics (two semesters) Designed for the student who is less certain of his or her interest in and need for the study of physics. The course will be less exploratory than the accelerated course and will afford the student more opportunity to practice his or her basic mathematics skills in repetitive problem solving. A student who succeeds in this course should be able to handle the CEEB Achievement Test in physics as well as succeed in a college physics course, even the GDA Advanced Physics course. (Recommended generally for 12th grade.)

SC 43-44: Accelerated Physics (two semesters) An introductory course, based on the PSSC curriculum, for students who aspire to the more selective colleges and plan to study science, mathematics, engineering or other courses heavily dependent on a physics background.

Students in this course should have strong mathematics skills. (Recommended generally for 11th grade, and recommended that the minor course in Advanced Physics be taken as a follow-up in 12th grade.)

SC 47-48: Advanced Physics (Advanced Placement; two semesters; MINOR course) A review and continuation of PSSC Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, relativity, and quantum mechanics; in short, modern physics. This course is especially useful to those students planning to take the Physics Achievement Test in December. (12th grade normally, with permission of the department.)

SC 51: Electricity I (SPRING; half-credit) A course in DC and AC network analysis. Resistive, capacitive, and inductive elements are examined in various circuits. The course has a heavy laboratory orientation and is particularly useful for those studying chemistry and planning to study physics. (10, 11, or 12th grades.)

SC 54: Electricity II (SPRING; half-credit) A programmed, independent-study course in advanced circuit analysis, tubes and transistors, and basic electronic devices such as power supplies, amplifiers, and oscillators. (11th or 12th grades.)

SC 81-82: Science Honors Research Program (two semesters) This "extra credit" program applies to any science course except Science I. A research project — including readings, laboratory work, a paper, and a defense — can be applied for by consulting the teacher of the student's current science course, approval at the department's discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the designation, "Honors". This provides the student with the opportunity to DO some science.

SC 91-92: Independent Study in Science (two semesters; MINOR course) Requires planning with and written consent of a Science Department instructor at the time of registration; i.e. *prior to June 1, 1990.*

NOTES:

1. Engineering candidates should include both

Chemistry and Physics in their programs; they should plan to take a College Board Achievement Test in either one (or both) along with Mathematics.

2. Potential pre-med and biology majors are strongly urged to take chemistry first and then (accelerated) biology. Physics should be included by these students, either prior to or following biology.
3. Potential science majors who plan to study each of the three basic science courses are advised to follow the sequence: chemistry, physics, accelerated biology — probably including the advanced minor courses in chemistry and/or physics.
4. Although students are required to take only two laboratory-science courses — one, if here for Science I in the ninth grade — they are **strongly advised** to study another before graduating. One **should** occur in the eleventh or twelfth grade.
5. Of the two advanced biology courses offered for next fall — **SC 28 Marine Science** and **SC 29 Ornithology** — only one will actually take place: whichever of the two is in greater demand. Those selecting the other will be folded into the actual course.

NOTE: The remaining offerings, except for Introduction to the Fine Arts and Performance, are NOT open to 9th-graders.

FINE ARTS DEPARTMENT

FA 11-12: Introduction to the Fine Arts (two semesters; MINOR course) Students are introduced to the world of fine and performing arts through both historical and applied, creative experiences. The course considers choral work, music, theatre and movement, and 2- and 3-dimensional visual arts/drawing. It also provides exposure to the faculty of the Fine Arts Department. (Required of all 9th graders.)

VISUAL ARTS

VA 21: Art History (FALL; half-credit) Lecture-

slide presentations of significant works, major themes, and important artists and schools in the history of art; emphasis is placed on understanding a work of art in relation to its cultural context; readings from a standard text on the subject; and occasional papers and reports.

VA 31: Ceramics Studio (FALL or SPRING; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing and kiln use. One-hour classes meet four times per week. (Limited to one section per semester.)

VA 41: Photography Studio (FALL or SPRING; half-credit) This is a basic studio course in black and white photographic techniques with emphasis on visual perception and expression, the camera, and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed, plus a light meter, is required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. One-hour classes meet four times per week. There is a lab fee of \$35 and students typically spend another \$75 to \$100 for personal photographic supplies. (Limited to one section each semester; seats reserved in equal numbers for all three upper classes.)

VA 51: Introductory Studio Art (FALL or SPRING; half-credit) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process and his own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design and graphic techniques, and three-dimensional design. Projects will be assigned in the following media: pencil, block print, acrylic painting, silk screen, and clay. Student work will be shown in both annual student exhibits. One-hour classes meet four times per week. A lab fee of approximately \$60 covers the cost of supplies. (Limited to one section per semester.)

VA 53: Intermediate Studio Art (SPRING; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis during the first quarter will be placed on drawing and painting, while the

second quarter will focus on graphics and sculpture, with attention given to the Advanced Placement requirements. One-hour classes meet four times per week; supplies purchased as needed; work required for exhibit. (Prerequisite: VA51 and the instructor's permission or, for the serious experienced student, a portfolio for audition.)

VA 57-58: Advanced Studio Art (Advanced Placement; two semesters) This course is for the student with a serious commitment to the arts and who is interested in fulfilling Advanced Placement requirements. Along with their studio work students will be required to do readings from artists' essays and other related readings, with occasional papers required. Considerable independent work is expected along with in-class assignments. Students will devise their independent program, conceive and carry out the projects. The first semester will be devoted to working with the human form with a life model; emphasis in the first quarter will be on drawing, and a medium of the student's choosing in the second. The second semester shall consist of student projects in two different media, meeting with departmental approval. Two hours of supervised work and three hours of independent work per week. (Permission of the department and VA53 are normal prerequisites.)

VA 91-92: Independent Study in Visual Arts (two semesters; MINOR course) Individual study in a topic as arranged by the student in consultation with an instructor from the department *prior to June 1, 1990.*

PERFORMING ARTS

PA 21: Electronic Music Composition (FALL or SPRING; half-credit) This course is designed to allow the student to be creative in the world of sound. The electronic music studios are substantial, including a Moog synthesizer, MIDI equipment, digital sequencer, and two- and four-channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required, but it is helpful. (Limited to one section each semester)

PA 31: Music History (FALL; half-credit) This course covers all periods of music history from the Middle Ages to the present. Emphasis is placed on the study of notation, form, and the

sociological influences on music. Some background in music theory is helpful but not necessary. This is a course for the adventurous listener as well as the musician.

PA 41-42: Music Theory (two semesters) Introduction of the student to the basic elements of music through performance, composition, and improvisation stressing contemporary, classical, jazz, and rock styles. The student is required to bring his instrument to class. The course is a combination of history, theory, and performance and, at the same time, provides the proper stimuli for accelerated individual progress while engaging in a team or "family group" endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment.)

PA 43-44: Advanced Improvisational Music (two semesters; MINOR course) A continuation of the theory workshop course with an emphasis on performance and on in-depth analysis of major jazz and rock styles. This course is particularly effective in the small, private school music curriculum for it is ideally suited for a small ensemble, of any orchestration, and deals with the many aspects of jazz, the music that is so uniquely American. (An audition and a previous theory course are prerequisites.)

PA 47-48: Advanced Vocal Technique (two semesters; MINOR course) The vocal equivalent of PA 43-44, this course emphasizes performance of all vocal styles, from madrigals, motets, the classical repertoire, to Broadway and jazz standards. (Audition required.)

PA 51-52: Performance — Dance (two semesters; MINOR course) and **PA 53-54: Performance — Instrumental** (two semesters; MINOR course) and **PA 55-56: Performance — Voice** (two semesters; MINOR course) If private lessons are accompanied by four practice sessions per week and by graded participation in one of the Academy's performing groups, a half-credit is earned in the academic program.

PA 61: Theatre (FALL or SPRING; half-credit) The focus of this course is performance: reading prose and poetry aloud, building a character, developing a scene or short play with other actors. We will study the principles of mime, movement, voice, language, the vocabulary of the stage, sets, audience/performer relation-

ship, even basic directing. Class time will be spent on exercise in these areas, on rehearsal and on performance. The goals of *Theatre* are twofold: 1) the development of self-confidence and ability in the student; and 2) the development of awareness of and sensitivity to the art of the drama. (Limited to one section each semester.)

PA 63: Survey of Musical Theatre (SPRING; half-credit) At least ten musicals will be studied in depth in an attempt to understand the changes which have occurred since the Gilbert and Sullivan operettas of the 1890's. Listening and research skills will be valuable as the student makes his way through the maze of Broadway and off-Broadway shows, some that have had a direct bearing on the American way of life, coming to an understanding of the concept known as musical theatre.

PA 91-92: Independent Study in Performing Arts (two semesters; MINOR course) Individual study in a topic as arranged by the student in consultation with an instructor from the department *prior to June 1, 1990*.

Private Lessons Individual weekly lessons on most instruments, voice, and dance are available at approximately \$120 per quarter. Most orchestral instruments, piano, and organ are possibilities. Lessons may be studied without being involved in the Performance courses for credit.

NOTE: Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, the student must indicate both a first *and* a second choice in any one semester on the course registration form.

RELIGION DEPARTMENT

RL 23: Introduction to World Religions (FALL or SPRING; half-credit) Using Huston Smith's text *The Religions of Man* this course will survey seven world religions: Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism and Christianity. The goal of the course is to open the student's mind and spirit to the practices and glorious efforts of humans all over our earth expressed in these religions. Each student will gain an understanding of and appreciation

for the development of the spiritual and intellectual capacities of humans as they relate to a person's longing for God, immortality, peace and fulfillment. Whenever one takes on the task of learning about the history, rituals, politics, spiritual aspirations and traditions of others, there is an opportunity for great personal growth and intellectual achievement.

RL 41: Ethics and Moral Decision Making (FALL or SPRING; half-credit) This course should enhance the students' ability to make reasoned choices which are sensitive to the beliefs and opinions of others by fostering a deeper awareness of the difficult social and political issues which exist today. Using materials from David Bender's *Opposing Viewpoints* series and several other sources, students will examine controversial issues within the following subjects: Genetic Engineering, Animal Experimentation, Honesty and Cheating, Nuclear Weapons, Abortion, Gambling, AIDS, and many others. Students will explore how and why they make specific decisions as they discuss these issues.

NOTE: Because the number of sections offered for each of the three religion courses is limited, the student must indicate both a first *and* a second choice on the registration form.

SPEECH

SK 41: Speech (FALL or SPRING; one semester; MINOR course) This course is designed to train students to think and to express themselves coherently and forcefully in front of an audience. Group critiques are part of the sessions. The course is held twice per week for one semester. Placement in semesters is done randomly, although students may signify their preference at registration time. (Required of **ALL** students; taken by seniors and some juniors.)

Extra Help and Tutoring

Extra Help — The Governor Dummer faculty goes out of its way to provide short-term extra help to any student. Here it is "uncool" and unwise not to avail oneself of this extra resource. In fact, faculty may insist upon ninth- and tenth-graders — even new eleventh-graders — meeting with them for clarification and sugges-

tions, and they stand ready and willing to assist eleventh- and twelfth-graders who take the initiative to seek their guidance. Conference periods, mutually-free periods, as well as evenings are all good times to help oneself master a sticky subject or to catch up after an absence.

Tutoring — The GDA Chapter of the Cum Laude Society manages a student-to-student tutoring service in which capable, older students make themselves available to help other students. This can sometimes supplement extra-help sessions with the teacher.

Good private tutors are few, sometimes nonexistent in some subjects, but the Academy can sometimes arrange for one on a contractual basis. What tutors are available must be reserved for those in greatest need. The Academy will not sanction the use of a private tutor unless the teacher first finds that normal extra-help sessions are insufficient. Even while tutoring privately, the student must maintain extra contact with the teacher.

Reading & Study Skills Enrichment (non-credit) The Academy will enlist the services of an outside agency to provide, for a fee, an enrichment course in improved reading proficiency and study skills. The course is designed to be helpful to every student, no matter what his current capabilities. Particular information will be broadcast in early October. Of course, these skills are taught in all parts of the formal curriculum by our own faculty and advisors who have been trained to support the efforts of this outside agency.

Remedial Work — The Academy does not have the specially-trained staff and facilities to provide remedial or developmental work as that term is usually understood.

Professional Testing and Tutoring Specialists — Occasionally the faculty will find reason to recommend to a family that a specialized educational evaluation be carried out. This extra documentation is required whenever a waiver of a normal graduation requirement is being considered. When the findings suggest retaining a specially-trained tutor to support the student, the Academy will endeavor to help locate such a resource. Experience says that this is not easy, however.

SPECIAL NOTE re: SENIOR SPRING PROJECTS

Some seniors intend to participate in the Senior Spring Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, SENIORS- and JUNIORS-TO-BE may wish to study the special information below detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November. Seniors-to-be seriously contemplating participation in the program are asked to so signify on the salmon-colored course registration sheet now.

LIMITATIONS CONCERNING SENIOR SPRING PROJECTS

Senior Spring Projects will start no earlier than the beginning of the fourth quarter. An exception to this date for an earlier start (but never prior to the beginning of Spring Vacation) will be considered only when persuasive evidence is offered showing that the very nature of the particular project **requires** such an exception.

Regardless of the Project Committee's approval to do a project, it is the individual's classroom teacher who makes the final determination the day before the project begins as to whether the student, indeed, may terminate a course for the project and/or whether there are to be special stipulations.

A student may petition the Committee in January to terminate any course under this program with the following exceptions or provisions:

EN 81-82, SC 81-82, PA 51-52, PA 53-54, PA 55-56, or Independent Study Courses: These special courses must be accounted for in a project proposal just as any other course.

MA 31-32: Algebra II: This course may **not** be dropped.

Math 40's: Pre-Calculus: Seniors planning to terminate this course must have the approval in writing of the Director of Studies. Note should be taken that the majority of college

majors require some further study of mathematics.

MA 53-54 or 57-58: AB or BC Calculus: This course may **not** be dropped.

CS 20: Topics in Computers: This course may **not** be dropped.

HS 42, HS 44, HS 48, HS 52, or HS 64: One-semester courses in the History Department may **not** be dropped.

SC 21-22 or SC 23-24: Biology or Accelerated Biology: These courses may be terminated at the **end** of April. The student must take a semester exam on the whole semester either before April 30th or during the exam week in June.

SC 27: Ecology: This one-semester course may **not** be dropped.

SC 31-32 or SC 33-34: Chemistry or Accelerated Chemistry: These courses may be terminated at the **end** of April. The student must take a semester exam on the whole semester either before April 30th or during the exam week in June.

SC 37-38: AP Advanced Chemistry: This course may **not** be dropped.

SC 41-42 or SC 43-44: Physics or Accelerated Physics: These course may be terminated at the **end** of April. The student must take a semester exam on the whole semester either before April 30th or during the exam week in June.

SC 47-48: AP Advanced Physics: This course may **not** be dropped.

SC 51 or SC 54: Electricity I or II: These one-semester courses may **not** be dropped.

VA 31, VA 41, VA 51, VA 53, PA 21, PA 61, or PA 64: One-semester courses in the Fine Arts Department may **not** be dropped.

RL 23 or RL 41: One-semester courses in Religion Department may **not** be dropped.

BOARD OF TRUSTEES

BOARD OF TRUSTEES

Carl A. Pescosolido, Jr. '55
President
Exeter, California

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New York, New York

Stephen G. Kasnet '62
Manchester, Massachusetts

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Willoughby, Ohio

George E. McGregor, Jr. '51
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Daniel M. Morgan '67
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Frederick M. Smith, II '52
Dallas, Texas

John M. Timken '69
Old Saybrook, Connecticut

Courtney S. Wang '74
Dallas, Texas

Josiah H. Welch '47, P'80'83
Newburyport, Massachusetts

Frederic B. Withington
Brunswick, Maine

Nathan H. Withington '58
Plymouth, Massachusetts

ALUMNI TRUSTEE

Timothy G. Greene '50
Sherborn, Massachusetts

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Morris P. Frost '35
Queenstown, Maryland

ALUMNI ASSOCIATION EXECUTIVE COMMITTEE

John S. Mercer '64
President
Amesbury, Massachusetts

Allison A. Miller '82
Vice President
Brookline, Massachusetts

William B. Tobey '70
Treasurer
Boston, Massachusetts

Benjamin B. Brewster '43
Plymouth, Massachusetts

Richard A. Cousins '45
Newburyport, Massachusetts



FACULTY AND STAFF

Henry B. Eaton '70
Chestnut Hill, Massachusetts

Daniel H. Emerson '50
Lynnfield, Massachusetts

John P. English '28
East Orleans, Massachusetts

Thomas H. Larsen '54
Weston, Massachusetts

Martha A. Lawlor '82
Cambridge, Massachusetts

Howard J. Navins '31
Byfield, Massachusetts

John B.A. Nye '82
New York, New York

Kathryn A. O'Leary '81
Boston, Massachusetts

Howard C. Reith '51
Rowley, Massachusetts

George L. Richards III '77
Hyde Park, Massachusetts

William A. Sloane '63
Needham, Massachusetts

John A. Whitmore '66
Marblehead, Massachusetts

Mark A. Whitney '81
Portsmouth, New Hampshire

Abigail M. Woodbury '79
Brookline, Massachusetts

Ex-Officio

Peter Sherin '59
Past President

George McGregor '51
Trustee Liaison

Brian Lenane '72
Faculty Liaison

Timothy G. Greene '50
Chairman of Annual Fund

Michael Heel
Development and Alumni Liaison

Stuart Chase
Development and Alumni Liaison

FACULTY EMERITI

A. Macdonald Murphy, 1931-1974
Instructor in English Emeritus

Howard Julius Navins, 1936-1977
Instructor in Latin and Speech Emeritus

Arthur Woodbury Sager, 1930-1969
Instructor in Speech Emeritus

Benjamin Johnson Stone, 1932-1975
Dean of Faculty Emeritus

John James Witherspoon, 1947-1980
*Instructor in History, Administration
Emeritus*

FACULTY 1990-91

Peter Wilkinson Bragdon
Headmaster
Harvard College 1959, B.A.;
Harvard Graduate School of Education
1960, M.A.T.
Appointed July, 1983

David Michael Williams
Department Chairman, History
Franklin and Marshall College 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951

Douglas Lee Miller '46
Science; Physics, Speech
Amherst College 1950, A.B.
Appointed September, 1954

William Hartley Sperry
History
Gettysburg College 1950, A.B.;
Duke University 1953, M.A.
Appointed September, 1954

Robert Edward Anderson
Director of Athletics, Biology
Kenyon College 1956, A.B.
Appointed September, 1957

Richard N. Leavitt
Mathematics
Amherst College 1964, A.B.;
Bowdoin College 1971, M.A.
Appointed September, 1964

Pierre Nino Baratelli
*Department Chairman, Languages;
French; Director of Humanities Program*
University of Colorado 1956, B.A.;
1959, M.A.; University of Dijon;
University of Texas.
Appointed September, 1967

Michael A. Moonves
Director of Admissions
Trinity College 1966, B.A.
Appointed September, 1969

Christopher Edward Harlow
History
Juniata College 1963, A.B.;
Rutgers University 1966, M.A.
Appointed September, 1970

Alexander Weld White
Spanish
Trinity College 1967, B.A.;
New York University 1972, M.A.
Appointed September, 1971

David Swydan Abusamra
French, Spanish
Holy Cross College 1969, B.A.;
Middlebury College 1970, M.A.
Appointed September, 1972

Laurel Elizabeth Abusamra
French
Hollins College 1969, B.A.;
Middlebury College 1970, M.A.
Appointed September, 1972

Katherine Krall Guy
French, Spanish
Oberlin College 1971, B.A.;
Tufts University 1978, M.A.
Appointed September, 1977

Edward J. Rybicki
English
Salem State College 1971, B.S.;
1980, M.A.T.
Appointed September, 1977

Stephen Carl Metz
Department Chairman, Chemistry
Trinity College 1972, B.S.;
Boston University 1976, M.A.
Appointed September, 1978

Christopher D. Stowens
Department Chairman, Arts
Colgate University 1972, B.A.;

New England Conservatory of Music 1979,
M.A.
Appointed September 1978

Catherine M. Diehl
Head Nurse
St. Joseph Infirmary School of Nursing 1983,
B.S.N.
Appointed September, 1979

Albert T. Finn, Jr.
English
Dartmouth College 1975, A.B.;
University of London, 1974;
University of Michigan 1977, M.A.
Appointed September, 1979

Wallace Hurtte Rowe, III
Department Chairman, English
Princeton University 1953, B.A.;
Harvard University 1956, M.A.T.;
Trinity College 1965, M.A.
Appointed September, 1979

Stuart Davis Chase
Director of Development and Alumni Affairs
Boston University 1964, B.S.
Appointed September, 1980

Robert Hobart Colgate
Dean of Students, Mathematics
Gettysburg College 1969, B.A.;
University of New Hampshire 1980, M.Ed.
Appointed September, 1980

David D. Moore
Mathematics, Physics
Northeastern University, 1966, A.B.;
Clarkson College 1970, M.S.
Appointed September, 1980

Roberta W. Corcoran
Art
University of Colorado 1959, B.A.;
Goddard College 1974, M.S.
Appointed September, 1982

Lynda Fitzgerald Bromley
Dean of Students
University of Vermont 1969, B.A.
Appointed September, 1983

Pattie T. Hall
Librarian
St. John's College 1966, B.A.
Appointed September, 1984

Lawrence Thomas Piatelli
Assistant Headmaster, History

- Harvard University 1975, B.A.;
Boston University 1976, M.Ed.
Appointed September, 1984
- Elizabeth A. Ruhl
Counselor, History
Gordon College 1978, B.A.,
Northeastern University 1979, M.Ed.
Appointed September, 1984
- Stephen C. Shea
Mathematics
Norwich University 1971 B.S.;
University of New Hampshire 1980, M.Ed.
Appointed September, 1984
- Michael H. Karin, Jr.
Mathematics
Bates College 1985; B.S.
Appointed September, 1985
- Alfred John Seufert, Jr.
German
Boston College 1973, B.A.;
Tufts University 1981, M.A.
Appointed September, 1985
- Paul H. Wann
English
University of Minnesota 1971, B.A.;
Tufts University 1974, M.A.
Appointed September, 1985
- Patricia Ann Crowe
Associate Director of Admissions
Director of Financial Aid
Mathematics
University of New Hampshire 1983, B.S.
University of New Hampshire 1989, M.Ed.
Appointed September, 1986
- Janet E. Adams-Wall
Director of College Counseling
Washington State University 1975, B.A.;
University of Southern Maine 1980, M.S.
Appointed September, 1986
- Susan Childs
Science
University of New Hampshire 1986, B.S.
Appointed September, 1987
- William Lane
Art, Photography
Appointed September, 1987
- Perry Duncan Nelson
Associate Director of Admissions, History
Williams College 1979, B.A.
- Harvard University 1987, M.Ed.
Appointed September, 1987
- Irina Okula
Art
Frontbonne College 1966, B.A.;
Southern Illinois University 1971, M.F.A.
Appointed September, 1987
- Bonnie Jean Wilbur
Drama
Hampshire College 1985, B.A.
Appointed September, 1987
- James Larsen
Biology
Arizona Western College 1975, A.A.
Northern Arizona University 1977, B.S.
Appointed January, 1988
- Elaine T. White
English
Bates College 1986, B.A.
Appointed September, 1988
- Richard H. Searles
English
Dartmouth College 1974, A.B.
University of Iowa 1977, M.A.
Appointed September, 1988
- Kelly Eaton
Physical Education, Athletic Trainer
University of New Hampshire 1988, B.S.
Appointed September, 1987
- Brian Lenane
Director of Studies
Franklin and Marshall College 1976, B.A.
Wharton School of Business 1978, M.B.A.
Appointed September, 1989
- Susan Lenane
Mathematics
Franklin and Marshall College 1977, B.A.
Appointed September, 1989
- Paul M. Sullivan
Mathematics
University of Notre Dame 1973, B.B.A.;
Northern Arizona University 1981, M.A.
Appointed September, 1989
- David J. Van Ness
Mathematics
Trenton State College 1969; B.A.
Trenton State College 1970; M.A.
Appointed September, 1989

Anthony Fusco
Religion, English
Columbia College 1989, B.A.
Appointed September, 1989

Rev. Cathy H. George
Religion, History
Macalester College 1979, B.A.
Harvard Divinity School 1984, M.Div.
Appointed September, 1989

John Nichols
Music
Ithaca College 1971, B.Mus.Ed.
Indiana University 1972, M.M.
Appointed September, 1989

Susan R. Perry
Assistant Director of Athletics
American University 1985, B.S.
Arizona State University 1988, M.S.
Appointed January, 1990

Richard Savage
Business Manager
Boston College 1965, B.S.
Appointed March, 1990

Michael Heel
Director of Annual Fund and Alumni Affairs
Colby College 1986, B.A.
Harvard University 1988, M.P.P.
Appointed May, 1990

Leonard S. Ceglarski, Jr.
Weekend Coordinator, History
Middlebury College 1977, B.A.
Appointed August, 1990

John H. Fargo
Latin, German
University of Virginia 1980, B.A.
University of Virginia 1983, M.A.
Northwestern University 1986, M.S.
Appointed September, 1990

Barry L. Graham
Assistant Dean of Students
University of Massachusetts 1980, B.S.
Appointed September, 1990

Sally C. Jarrett
English
University of New Hampshire 1985, B.A.
Appointed September, 1990

Kristin Diane Snyder
History
St. Lawrence University 1989, B.A.
Appointed September, 1990

SPECIAL FACULTY

Fontaine Dollas
Dance

Sal Soldano
Athletics

SPECIAL STAFF

Linda S. Corbett
Director of Publications
Development Office

Robert Corthell
Driver's Education

Jane Carroll
Capital Campaign Assistant Director

Irene Melville
Capital Campaign Regional Director

Marcia Beatty
Capital Campaign Regional Director

Josephine Moonves Henley
Capital Campaign Regional Director

Elizabeth Paszko
Mathematics Tutor

Nancy Perkins
Typing

Barbara Prussman
Assistant Head Nurse

Mary Suggs
Advisor, Minority Student Union

Isaiah Suggs, Jr. '78
Advisor, Minority Student Union

David Weigel
Director of Food Service

Dr. Sharman Gingrich
School Doctor

STAFF

Judith McKinney
Registrar

Irene P. Freeman
*Administrative Assistant to the Headmaster
and to the Assistant Headmaster*

Melody McKinney
Secretary, Main Office

Joanna Hallisey
Assistant to the Librarian

H. Lester Kirkpatrick
Buildings and Grounds Superintendent

Elaine Krol
Assistant Bookkeeper

Patricia LeBuff
Assistant to the Bookstore Manager

Deborah McCarthy
Part-time Receptionist

Charlene F. Patten
Secretary to the Business Manager

Joan C. Ryan
Secretary, Admissions Office

Luceille Roaf
Bookstore Manager

Robin Winsor
Bursar

Pam Newcombe
Secretary, Athletic Department

Susan T. Savage
Secretary, College Office

Janet Short
Receptionist

Patricia Thomas
*Secretary, Admissions Office
Bookkeeper*

Susan True
Part-time Receptionist

Sandra M. Keyes
*Office Manager
Development Office*

Robin LaBonte
Secretary, Development Office

THE ALLIES

Governor Dummer is fortunate in having the Allies — an organization of parents, past and present faculty, and friends of the Academy — to help serve its needs and goals. The support of the Allies is reflected in myriad ways: if the Drama Club needs a new pin-spotlight or the English Department wants to bring a special Shakespeare company to campus, the Allies provide funds; if a new club needs help getting off the ground, the Allies find ways of ensuring its start; homemade birthday cakes provided by the Allies mark each student's special day. Most important, members of the Allies serve as a vital link between parents and the school.

Governor Dummer Allies 1990-91

Gerry Mack, President
Sue Heersink, Vice President
Sue Ambrosi, Treasurer
Jane Panall, Secretary
Terry Cutting, Corresponding Secretary
Pattie Byrne, Library Fund
Dottie Bragdon, Landscaping
Suzanne Burgess, Golf Tournament
Marcia Hindle and Ann Benedict, Auction

Members:

Bonnie Boucher	Andrea Kalil
Janet Craft	Anne Lappin
Janet Hand	Julie Mulloy
Robin Lyons	Antonette Pascucci
Paula and Ron Montminy	Norma Peabody Anne White

ENDOWED SCHOLARSHIP FUNDS

Governor Dummer Academy's scholarships are made possible by annual gifts from alumni and friends, operating funds and by income from the following endowed funds established throughout the years:

The George I. Alden Scholarship

Established in 1989 by the George I. Alden Trust of Worcester, Massachusetts and alumni

The Alumni Scholarship Fund

Francis R. Appleton Fund

Established in 1909 by Francis R. Appleton

James Barriskill Fund

Established in 1960 in memory of the former master at Governor Dummer Academy (1949-1960)

The Burton Machinist Scholarship Fund

Established in 1987 by his family to honor this Class of '36 graduate.

David Knowles Chilton Memorial Scholarship Fund

Established in 1986 by Mr. and Mrs. Herman Chilton in memory of their son and to be awarded to a student "who best demonstrates the high principles of Governor Dummer Academy"

Edmund Coffin Coleman Fund

The Corning Fund

Established in 1989 by Nathan E. Corning to provide financial assistance to the children of staff of Governor Dummer Academy

Cummings Scholarship Fund

Established in 1948 by Mrs. Fred T. Cummings in memory of her husband and in honor of their son Allen H. Cummings '48

Richard Little Dodge Fund

Edward W. Eames Scholarship Fund

Established in 1975 in tribute to the Headmaster who led the Academy for 29 years

Eastman Fund

Established in 1983 by the bequest of Elizabeth Eastman Hall in memory of her nephews, Roger Kimball Eastman, Jr., and Charles Bond Warner Eastman

The Vida F. Ellison Scholarship

Established in 1989 by William G. Griffith '37 and John E. Griffith '40 for a student from Colorado or Wyoming

Christian A. Johnson Endeavor Foundation Scholarship Fund

Established in 1982 to enable a worthy student to attend an independent school

G. Heberton Evans III Memorial Scholarship Fund

Established in 1985 in memory of the teacher, coach and dorm master of 34 years

Richard Hawkes Francis Scholarship Fund

William Pinkham Gove Scholarship Fund

Established in 1926 by his wife and son

Dean Channing Hale Scholarship Fund

Janet C. Higgins Memorial Scholarship Fund

Henry Hornblower Fund

Established in 1987 by trustee Nathan N. Withington '58 in honor of Boston businessman Henry Hornblower

Ingham Scholarship Fund

Established in 1927 by the family of the late Samuel Kellogg Ingham, whose son, Dr. Charles C. Ingham, became the 22nd Headmaster of Governor Dummer Academy

E. Randall Jackson Memorial Fund

Established in 1966 by the bequest of his wife Lillian A. Jackson, to benefit a young person from Danvers, Massachusetts

George Laite Scholarship Fund

Robert Lambert Memorial Scholarship Fund

Established in 1978 by his parents, Mr. and Mrs. Frank H. Lambert

The Leary Family Scholarship Fund

Established in 1989 by Jack and Mary Leary and their children, '48 '79 '81 '82 '84 '85, to benefit a student from Newburyport, Massachusetts demonstrating strong personal character and financial need.

The Barry Nelson Lougee Scholarship Fund

Established in 1989 to honor this alumnus Class of '51 by his classmates and family.

David Macomber Scholarship Fund

Established in 1978 in his memory by his family and the class of 1957

Montrone Family Scholarship Fund

Established in 1988 by Mr. and Mrs. Paul Montrone P'82'87 to benefit a deserving student from the New Hampshire seacoast area

The C.W. & L.W. Morse Scholarship Fund

Established in 1988 by the Morse Family in honor of Charles W. and Louise H. Morse of Newburyport, Massachusetts given by their sons and grandsons, seven alumni of the Academy.

The Howard J. Navins Scholarship Fund

Established in 1988 by a former student and alumni in honor of this teacher, coach and master of 41 years to recognize courage and high personal standards

Edward Parish Noyes Fund

Established in 1915 in memory of the former student (class of 1873) and trustee (1895-1913) by Joseph Lee of Boston

The Ben Pearson Scholarship Fund

Established in 1988 by Benjamin Pearson IX '44 and Anne Pearson of Byfield in honor of a five generation relationship with Governor Dummer Academy.

Reader's Digest Endowed Scholarship Fund

Established in 1981 by the *Reader's Digest* in honor of DeWitt Wallace, its founder

Revere Scholarship Charitable Trust

Established in 1982 by Howard Zucker '57 for deserving students from Revere

1763 Scholarship Fund

Established in 1946 by the Alumni Association

The Arthur W. Sager Scholarship Fund

Established in 1987 by his friend C. Thomas Tenney, Class of '39, to benefit deserving students from the state of Maine

Ellsworth H. Sherin Memorial Scholarship Fund

Established in 1985 by his children and employees

Grace S. Tisdale Memorial Scholarship Fund

Established in 1981 by Mr. and Mrs. Arthur Buettner of Auburn, Maine, in memory of Mrs. Buettner's mother

Richard Tucker Fund

Asa Wilson Waters Fund

Established in 1930 by her bequest, in honor of her son and grandson

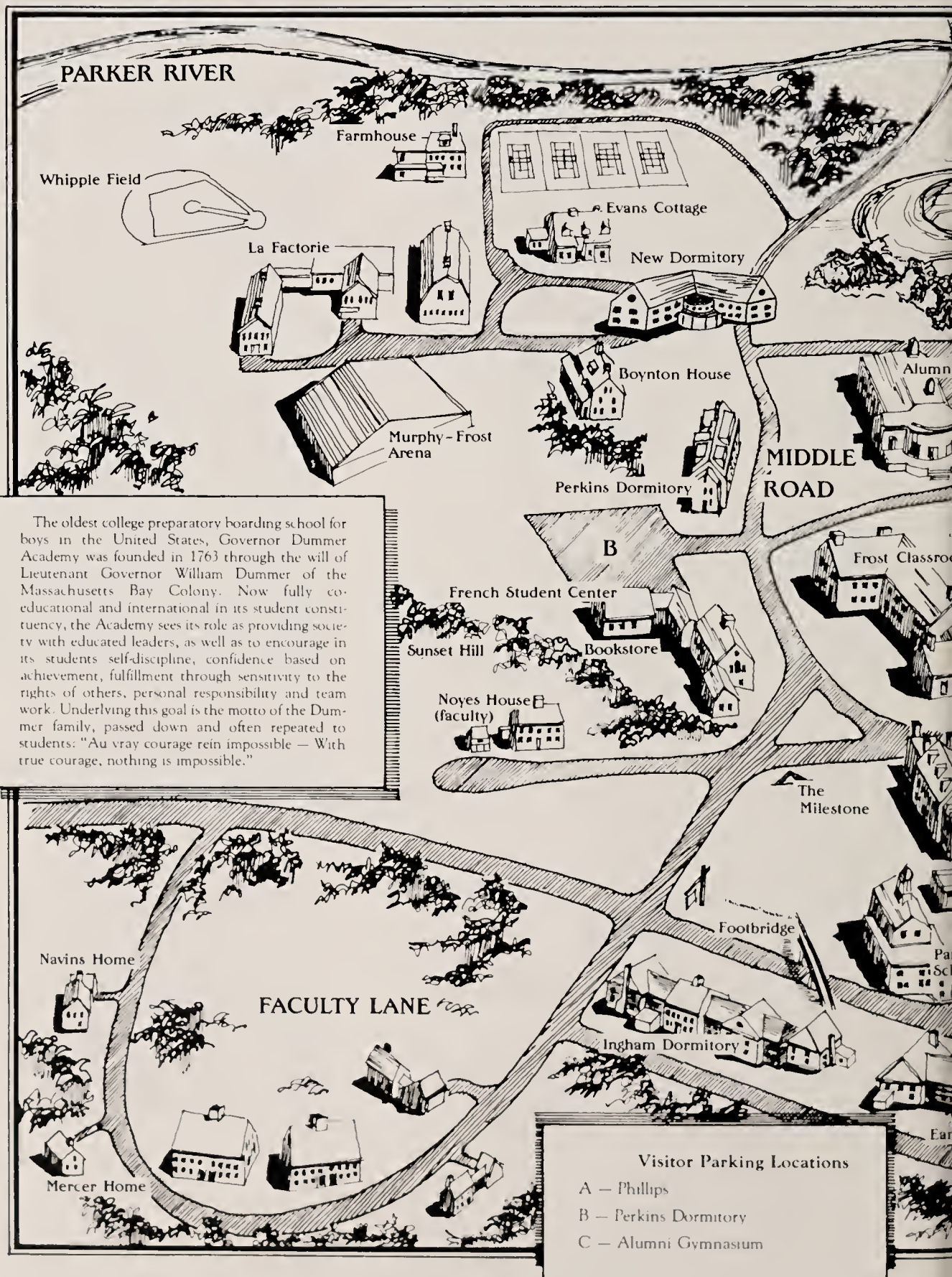
Timothy Rogers Whittemore Fund

Established in 1963 in his memory, by his sophomore classmates

John Young Scholarship Fund

Established in 1943 by Dr. John Young









TRAVEL INSTRUCTIONS

The Academy is readily accessible by automobile and by air.

BY CAR: FROM THE SOUTH, take U.S. Route 1 north (35 miles from Boston) three miles beyond the intersection of Route 1 and state Route 133. The sign for Governor Dummer is on the left, at the flashing yellow light. Turn left here onto Elm Street, go under the footbridge, and turn right into the school at the GDA sign.

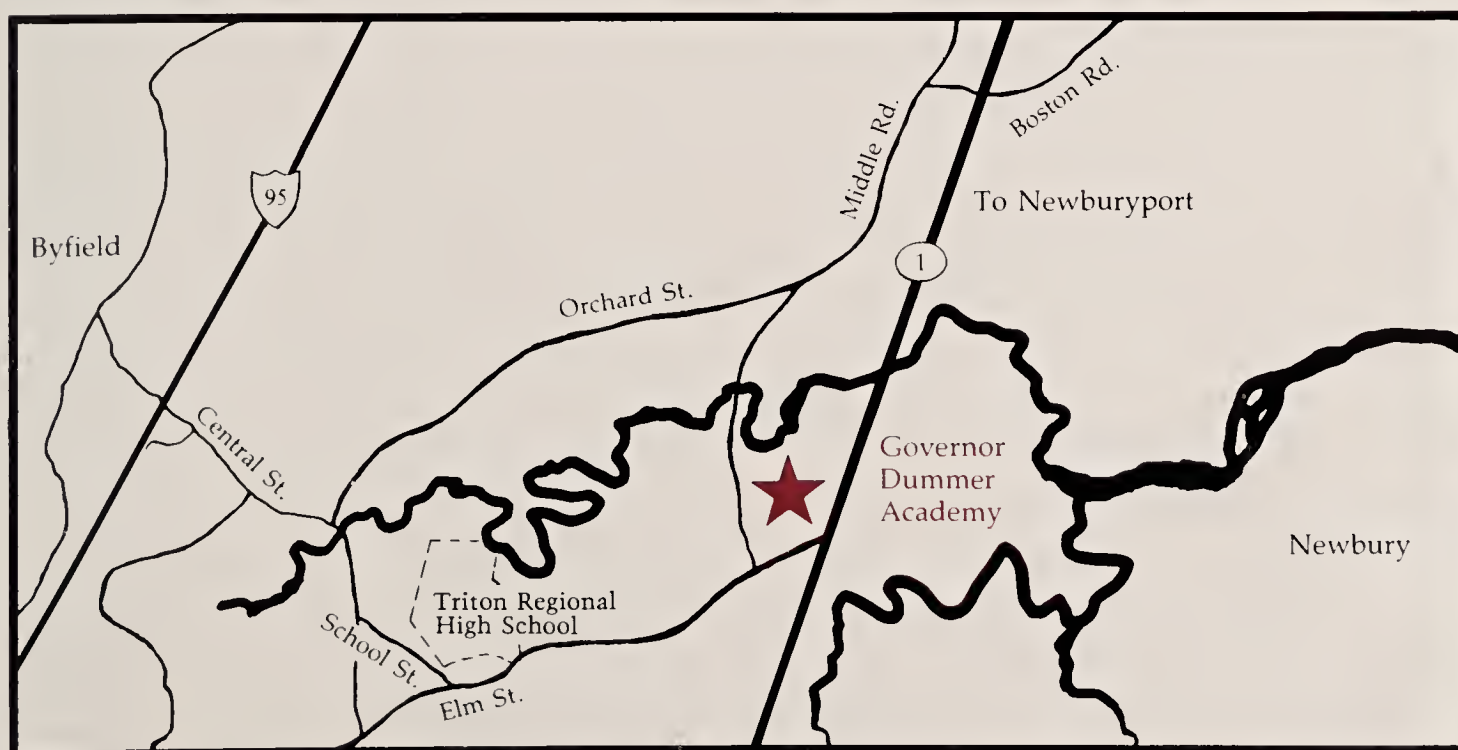
FROM THE SOUTH (alternate route), take Interstate 95 to the "Central Street/Byfield" exit. Bear right off the ramp onto a winding country road that after approximately 1.5 miles brings you to a stop sign. Turn left, travel another

mile, then turn left into the school at the Governor Dummer sign.

FROM THE NORTH, take U.S. Route 1 — 4 miles south of the rotary in Newburyport to the flashing yellow light. The GDA sign will be on your right; turn right onto Elm Street, go under the footbridge, and turn right into the school at the GDA sign.

BY PLANE: Logan International Airport serves all commercial airlines and is just 33 miles south of Byfield. Private planes may most conveniently land at the Beverly, Lawrence or Plum Island airports.

OTHER MEANS: Buses between Boston and Portland, Maine stop in Newburyport. The closest train stop is Ipswich, from which point cabs are available.



CALENDAR FOR SCHOOL YEAR 1990-91

Opening Days	Monday and Tuesday, September 10 and 11, 1990	Spring Vacation**	Wednesday, March 6 at 1:00 p.m. through Monday, March 25 at 9:00 p.m.
Leadership Weekend	Friday p.m. through Sunday p.m., September 14-16	College Day (a.m.)	Saturday, April 27 (for all Juniors and their Parents)
Alumni Fall Games	Sunday afternoon, October 14	C.E.E.B. Testing (a.m.)	Saturday, May 4 (S.A.T. for most Juniors)
P.S.A.T. Testing (a.m.)	Saturday, October 20 (All Sophomores. All Juniors for National Merit qualification)	Advanced Placement Exams	Monday through Friday, May 6-10 and 13-17
Allies Auction	Saturday, October 20	School Holiday	Monday, May 27 (Boarders return by 7:30 p.m.)
Senior Parents' Dinner	Thursday evening, October 25	C.E.E.B. Testing (a.m.)	Saturday, June 1 (Achievements for all Juniors and a few Sophomores)
Parents' Weekend	Friday and Saturday, October 26 and 27	Alumni Spring Games	Saturday afternoon, June 1
School Holiday*	Monday, October 29 (Boarders return by 7:30 p.m.)	228th Commencement	Beginning Saturday noon, June 1 and ending before 1 p.m. on Sunday, June 2
C.E.E.B. Testing (a.m.)	Saturday, November 3 (S.A.T. for Seniors)	Semester Exams	Monday through Thursday, June 3-6
Thanksgiving Recess**	Tuesday, November 20 at 3:00 p.m. through Monday, November 26 at 9:00 p.m.	Reunion Weekend	Friday through Sunday, June 14-16
C.E.E.B. Testing (a.m.)	Saturday, December 1 (Achievements for most Seniors and S.A.T. for Juniors)		
Christmas Vacation**	Thursday, December 13 at 3:00 p.m. through Wednesday, January 2, 1991 at 9:00 p.m.		
Alumni Winter Weekend	Saturday and Sunday afternoon, January 5 & 6		
Semester Break**	Thursday, January 24 at 3:30 p.m. through Sunday, January 27 at 9:00 p.m.		
School Holiday	Monday, February 18 (Boarders return by 7:30 p.m.)		

* — Seniors are expected to make use of the Monday holiday, October 29, following Parents' Weekend for college visits and interviews which they may be unable to schedule during other school vacation time.

** — **PLEASE NOTE:** Unless there is a REAL EMERGENCY, special exemptions **WILL NOT BE MADE** for students to leave school early or to return late at vacation time. Students may depart only after their own last school appointment. Airplane/train reservations should not be booked for earlier than two hours after the announced vacation starting times. At the beginning and end of vacations, the Academy does arrange for bus transportation to and from Boston, on a contractual basis, convenient to as many as possible. Dates for so-called "Closed Nights" will be announced in September.



GOVERNOR DUMMER ACADEMY
Byfield, Mass. 01922

PRELIMINARY APPLICATION FOR ADMISSION

In order to receive consideration, this application must be accompanied by a check payable to Governor Dummer Academy in the amount of \$25.00. This is a processing fee and is not returnable regardless of the action taken by the school. We would like to request that you enclose a recent photograph of the candidate. Particularly if there is no opportunity for a personal interview, feel free to include a separate sheet telling us whatever you wish about the applicant's strengths and weaknesses, interests, activities, and health.

Please print or type:

Candidate's full legal name: _____ Sex: Male _____ Female _____

Nickname or named used by family: _____ Exact date of birth: _____

Place of birth: _____ Citizen of what country? _____ Social Security No.: _____

Full name of father _____ Is he living? _____

Full name of mother _____ Is she living? _____

Are parents divorced? _____ Separated? _____ If either, with which parent does the applicant live? _____

Full name of stepfather or stepmother: _____

Names and ages of brothers and sisters: _____

Home address: (Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

Father's business address: (Firm name, if any) _____

(Position or Title) _____

(Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

Mother's business address: (Firm name, if any) _____

(Position or Title) _____

(Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

To which address should bills be sent? _____ School reports and letters? _____

Relatives who attend or who have attended Governor Dummer (Name, Class, Relationship): _____

Financial reference: (Name) _____
(Address) _____

With whom should the Headmaster or Dean communicate in an emergency if the student's immediate family cannot be reached? If a foreign student, please name a person to contact in the United States.

(Name) _____

(Address) _____

(Relationship to the student) _____

(Telephone Number, Area Code) _____

School currently being attended: (Name) _____

Current class: _____ (Address) _____

(Telephone) _____

Check class which student would enter:

Freshman (9th grade) _____ Sophomore (10th grade) _____ Junior (11th grade) _____

Check whether applicant is applying as a boarding student _____ or as a day student _____

Application is made for admission in September 19____ Is scholarship aid necessary? _____

In consideration of the undertaking by the Admissions Office to process this form, the undersigned agrees that the information furnished on this Application for Admission form, together with all information and materials of any kind received by the Admissions Office from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone, including the candidate and his/her family, except that the Director of Admissions may, for official purposes in his discretion, disclose any part of all thereof to such person or persons as he deems advisable.

Signature of parent or guardian: _____ Date _____

This application and the non-refundable \$25 fee should be returned to:

Director of Admissions, Governor Dummer Academy, Byfield, Massachusetts 01922.

All other necessary admissions forms will be mailed to the candidate at the appropriate time, but not before November 15.

Governor Dummer Academy does not discriminate on the basis of race, color, religion, or national and ethnic origin in administration of its school programs.



Governor Dummer Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, scholarship programs, and athletic and other school administered programs.



GOVERNOR DUMMER ACADEMY

BYFIELD, MA 01922
508-465-1763